

THE USE OF AUDIO-VISUAL MEDIA IN ISLAMIC CULTURAL HISTORY EDUCATION: AN ETHNO PEDAGOGICAL APPROACH IN HIGH SCHOOL

Umrati¹, Muhsyanur², Husnul Khatimah³
^{1, 2, 3} Institut Agama Islam As'adiyah Sengkang, Indonesia

Article Info

Article history:

Received April 11, 2023

Revised June 15, 2023

Accepted June 22, 2023

Keywords:

Audio-Visual Media

Islamic Cultural History

Ethnopedagogy

Learning Motivation

Curriculum Implementation

ABSTRACT

This study investigates the implementation of Islamic Cultural History lessons at MAN 1 Poso, focusing on the use and effectiveness of audio-visual media. Conducted using a qualitative method, the research applied an ethnopedagogical approach with data collected through observation, interviews, and documentation. Data was analyzed through reduction, presentation, and conclusion verification. The results indicate that Islamic Cultural History lessons are generally well-implemented, using the "Independent Curriculum" for Phases E and F and the 2013 Curriculum for Grade XII. Audio-visual media, supported by infrastructure such as LCD projectors and Wi-Fi, enhances learning. Its use in Class X E1 effectively increases students' interest and motivation. This study highlights the importance of integrating audio-visual media with appropriate teaching methods to create an engaging learning environment and achieve educational goals. These findings provide valuable insights for future research on the integration of media in Islamic Cultural History education.

Copyright © 2023 ETDCI.

All rights reserved.

Corresponding Author:

Umrati,
Institut Agama Islam As'adiyah Sengkang, Indonesia.
Email: umrati@iaiasadiyah.ac.id

1. INTRODUCTION

Educators play a pivotal role in the teaching and learning process, as the success of education largely depends on their professionalism, competence, and skills (Uno, 2008). Alongside educators, students are a key component of the learning process. Students engage in learning as a social interaction within the educational environment, leading to changes in their knowledge, skills, and attitudes (Slameto, 2013). Learning is fundamentally a process aimed at achieving specific goals, emphasizing the importance of the journey rather than solely the outcomes (Dimiyati & Mudjiono, 2013).

At its core, the learning process is a form of communication involving the transmission of messages from a source to a receiver through specific channels or media (Arsyad, 2011). In this context, educators bear the responsibility of utilizing instructional media effectively. Instructional media encompass all tools and materials used to achieve educational objectives, ranging from books and newspapers to audiovisual aids such as videos and films (Suparno, 2010). Rossi (in Sadiman, 2010) emphasizes that when tools like radio and television are programmed for education, they function as instructional media.

These tools do not merely deliver content but also create opportunities for students to acquire knowledge and understanding.

The use of instructional media enhances the learning environment, making it more engaging and accessible for students. As illustrated in Surah Al-Baqarah: 31, Allah SWT taught Adam (AS) the names of all things, emphasizing the significance of tools and resources in conveying knowledge. Similarly, Surah Al-Mu'minun: 78 highlights the blessings of hearing, sight, and understanding, which enable humans to grasp and learn from signs of Allah's oneness. These verses underline the importance of employing effective methods and media in the educational process to support learning outcomes.

Audiovisual media, which combine sound and visual elements, such as videos and films, have become indispensable in modern education. These tools provide students with multisensory experiences that enhance comprehension and motivation (Hamdani, 2011). For subjects like Islamic Cultural History, which often involve recounting past events and narratives, audiovisual media help overcome the limitations of verbal explanations alone. This aligns with Hamdani's assertion that audiovisual media enrich the teaching material, making it more complete and impactful.

Islamic Cultural History is an essential subject taught in Madrasah Aliyah, encompassing the evolution of Islam from the pre-dakwah era of Prophet Muhammad (PBUH) to the golden age of Islamic civilization (Mastuhu, 2003). It serves as a vital source of moral guidance and historical understanding for students. However, the abstract nature of historical narratives can make them challenging for students to grasp. The use of audiovisual media, such as videos, bridges this gap by offering vivid depictions of historical events, thereby fostering a deeper understanding and appreciation of Islamic history.

In this study, an ethnopedagogical approach was employed to examine the use of audiovisual media in teaching Islamic Cultural History at MAN 1 Poso. Field observations revealed that while audiovisual media were used effectively in certain classes, such as Class X, other classes predominantly relied on traditional visual media like textbooks and PowerPoint presentations. This disparity highlights the need for further exploration of how audiovisual media can be implemented more comprehensively and effectively across all classes.

Based on these considerations, this study aims to analyze: the implementation of Islamic Cultural History learning at MAN 1 Poso, the use of audiovisual media in teaching Islamic Cultural History at MAN 1 Poso, and the effectiveness of audiovisual media in enhancing learning outcomes for Islamic Cultural History at MAN 1 Poso.

2. METHOD

This study employs a qualitative research design, which is appropriate for addressing research questions that require an in-depth understanding of a particular phenomenon within its specific context and timeframe. Qualitative research focuses on obtaining descriptive data that emphasizes the meanings, experiences, and perspectives of the subjects being studied. It involves observing people in their natural environments, interacting with them, and attempting to understand their interpretations and experiences. In this study, the focus is on exploring how audiovisual media is used in teaching Islamic Cultural History through an ethnopedagogical approach at MAN 1 Poso. As stated by Creswell (2014), qualitative research aims to provide a detailed and nuanced understanding of human behavior and social phenomena.

The research will be conducted at MAN 1 Poso, located in Mapane Village, Poso Pesisir District, Poso Regency, Central Sulawesi Province. This location was selected as it

is where the phenomenon under study, the use of audiovisual media in Islamic Cultural History education, is taking place.

The approach used in this research is ethnopedagogy. Ethnopedagogy combines ethnography, which focuses on understanding cultural phenomena, and pedagogy, which is concerned with educational practices. In this study, ethnopedagogy is applied to investigate how audiovisual media is integrated into the teaching of Islamic Cultural History at MAN 1 Poso. As defined by Hymes (1974), ethnopedagogy looks at the relationship between culture and education, considering how cultural factors influence educational practices.

Data for this research will be collected from both primary and secondary sources. Primary data will be obtained through direct interviews with key informants such as school principals, teachers, and students, while secondary data will include relevant documents and materials. Snowball sampling will be used to identify key informants who can provide valuable insights about the use of audiovisual media in Islamic Cultural History lessons. This technique, as described by Patton (2002), allows the researcher to reach a broader network of participants through initial informants who help identify others with relevant knowledge.

The data collection techniques for this study will include observation, interviews, and documentation. Observation will be used to directly record the behaviors and interactions of teachers and students in the classroom as they use audiovisual media in teaching Islamic Cultural History. This method will allow the researcher to gather detailed information on the learning environment, student engagement, and teaching strategies. Interviews will be conducted to obtain personal insights and experiences from the participants regarding the use of audiovisual media in their learning. According to Kvale (2007), interviews allow researchers to explore subjects' personal perspectives and deepen the understanding of a phenomenon. Documentation will include reviewing teaching materials, lesson plans, and audiovisual resources used in the classroom.

The instruments used in this research will include human instruments, such as the researcher themselves who will interact directly with the participants to gather data, as suggested by Denzin and Lincoln (2005). Additionally, structured observation guides, interview protocols, and documentation forms will be developed to ensure consistency and reliability in the data collection process.

Data analysis will be conducted using a qualitative approach. Data will be reduced by organizing, focusing, and summarizing the most relevant information related to the research questions. The data will be displayed in an organized manner to provide a clear picture of the findings. Finally, conclusions will be drawn based on the patterns and relationships observed in the data, following the steps outlined by Miles, Huberman, and Saldaña (2014).

To ensure the credibility and validity of the findings, triangulation will be used. This includes triangulating data sources, methods, and timing, as recommended by Flick (2007). Triangulation will help cross-check the information gathered through different techniques (interviews, observations, and document analysis) and from various sources, ensuring the reliability of the research conclusions.

3. RESULTS AND DISCUSSION

3.1. Results

a. Implementation of Islamic Civilization History Learning at Madrasah Aliyah Negeri 1 Poso

Islamic Cultural History (SKI) learning at Madrasah Aliyah Negeri (MAN) is a critical component in shaping students' understanding of Islamic historical roots, its

development, and its contributions to global civilization. Through this subject, students are expected not only to master historical facts but also to analyze, appreciate, and implement Islamic values in daily life.

Islamic Cultural History is the study of past events in the form of works, creativity, and innovations by Muslims based on Islamic values. In the Madrasah Aliyah curriculum, SKI is one of the Islamic education subjects aimed at understanding and internalizing Islamic history as a basis for one's way of life.

The implementation of Islamic Cultural History learning at Madrasah Aliyah Negeri 1 Poso aims to provide comprehensive knowledge of Islamic civilization, from its early period to modern times. Additionally, it seeks to instill Islamic values and shape students' character.

Key aspects in the implementation of SKI learning include:

1) Curriculum of Islamic Cultural History

The SKI curriculum focuses on an in-depth understanding of Islam as a religion, civilization, and its influence on various aspects of human life. It includes not only historical events but also the exploration of ideas, values, and religious practices shaping Islamic identity and civilization.

At Madrasah Aliyah Negeri 1 Poso, the curriculum used for SKI varies by grade level. For grades X and XI, the "Merdeka Curriculum" is applied, while grade XII still follows the 2013 Curriculum. The implementation of the 2013 Curriculum in SKI involves planned preparation, including attendance lists, syllabi, lesson plans, and other teaching tools. In practice, teachers adjust their teaching to the pre-designed plans, employing innovative methods to ensure effective learning.

In grade XII, the teaching process typically includes several stages: opening with prayer and motivation, delivering material with varied methods, encouraging interactive discussions, conducting character-building activities through examples, and assessing both academic and behavioral aspects.

In grade X under the Merdeka Curriculum, the process begins with diagnostic assessments to gauge students' baseline understanding and skills, followed by stimulating questions, discussions, and material evaluation through formative and summative assessments.

2) Teaching Methods of Islamic Cultural History

The teaching methods used in SKI learning vary depending on the material and students' conditions. Common methods include:

- a) Lectures: Primarily used for explaining fundamental concepts and theories in SKI.
- b) Discussions: Facilitating active student participation, idea sharing, and deeper understanding of the material.
- c) Question-and-Answer Sessions: Encouraging critical thinking and reflection to assess students' understanding.
- d) Role Playing: Engaging students in enacting historical figures or events to bring the material to life.
- e) Jigsaw: A cooperative learning strategy where students collaborate in groups to study specific topics, then share their knowledge with others.

Each teacher uses different methods tailored to the material and students' needs to ensure effective learning.

3) Learning Media for Islamic Cultural History

The media used in SKI learning are diverse and aim to make the material more engaging and meaningful. These include visual aids (e.g., illustrations and historical

images), films or documentaries depicting historical events, and textbooks issued by the Ministry of Religious Affairs. Each teacher utilizes various media based on the topic and class objectives to enrich the learning process.

In conclusion, the implementation of SKI learning at Madrasah Aliyah Negeri 1 Poso incorporates diverse curricula, methods, and media to achieve the desired learning outcomes. Despite using different curricula (2013 and Merdeka), the focus remains on fostering students' understanding of Islamic history and its values, ensuring that the learning process is student-centered and innovative.

4) Evaluation of Islamic Civilization History Learning

The evaluation of students' understanding and skills is an integral part of the learning process. This typically includes both formative and summative assessments, ensuring that students are continuously assessed on their understanding of the historical material as well as their ability to apply Islamic values in real-life situations.

b. *The Use of Audio-Visual Media at Madrasah Aliyah Negeri 1 Poso*

In the digital era, the use of audio-visual media in teaching and learning processes at madrasahs has become increasingly significant. Audio-visual media has great potential to enhance the effectiveness of learning.

At Madrasah Aliyah Negeri 1 Poso, several educators have integrated audio-visual media into their teaching. Although not all classrooms are equipped with projectors, some are shared among educators. This method aims to make learning more engaging and effective by utilizing various types of audio-visual media such as films and animations, allowing students to better understand the material, increase motivation, and achieve optimal learning outcomes.

The academic supervision data indicates that only a few educators consistently use audio-visual media in their teaching. Most rely on visual media, such as PowerPoint presentations, combined with lectures or discussions. The following are the subjects where audio-visual media is commonly utilized at MAN 1 Poso: Qur'an and Hadith, Arabic Language, and Islamic Cultural History.

Educators teaching these subjects use different approaches. For example, history teachers often incorporate documentaries or film clips to help students visualize past events. Meanwhile, Qur'an and Hadith educators use interactive applications, and Arabic language teachers rely on animated videos to teach vocabulary and conversations.

Despite its importance, the use of audio-visual media at MAN 1 Poso faces challenges, particularly the limited availability of facilities such as projectors. The school currently has only seven projectors for 16 classrooms, requiring educators to share equipment. Additionally, while Wi-Fi is available and accessible in specific areas, further improvements in infrastructure are necessary to support the consistent use of audio-visual media.

Another challenge is the educators' limited skills in utilizing audio-visual tools. Many educators rely on basic software like PowerPoint or Canva, while others express a need for hands-on training to explore advanced tools. Although online training resources are available through the Ministry of Religious Affairs, educators prefer in-person workshops for better interaction and consultation.

In conclusion, while audio-visual media significantly enhances the quality of learning at MAN 1 Poso, its effective implementation requires adequate infrastructure and educator training. Continuous professional development programs and improved facilities can help overcome these challenges and maximize the potential of audio-visual media in education.

c. The Effectiveness of Using Audio-Visual Media in Islamic Culture History Learning at Madrasah Aliyah Negeri 1 Poso

In Islamic culture history education, educators must possess the ability to present learning materials creatively to ensure the content is effectively delivered, understood, and comprehended by students. To support this process, educators utilize tools or media to facilitate teaching Islamic culture history. Audio-visual media helps students achieve learning objectives efficiently and effectively.

One of the history teachers emphasized the importance of creating an enjoyable learning environment for students, especially when teaching history—a subject that often faces motivational challenges. Continuous lecture-based methods make learning monotonous, especially since Islamic culture history lessons often repeat topics across educational levels. This situation calls for educators to adopt engaging media and innovative teaching methods.

1) Effectiveness of Learning and Media Use

Effectiveness in learning refers to achieving desired goals efficiently. Effective learning enables students to grasp concepts easily and enjoyably while meeting learning targets. The use of media in teaching focuses on whether the chosen media optimizes students' understanding and changes behavior positively.

Audio-visual media has the potential to transform learning by combining audio and visual elements, making the material more engaging. For Islamic culture history classes, tools like films and animations help students visualize historical events, comprehend abstract concepts, and deepen their understanding of the lessons.

During observations, one teacher routinely used audio-visual media tailored to lesson objectives and available resources. When video content was unavailable, simpler tools like PowerPoint were employed. Audio-visual media was often integrated with teaching methods such as the Jigsaw strategy, creating an interactive and enriching classroom experience.

2) Motivation and Comprehension

Motivation drives students' interest in learning, and engaging lessons play a significant role in fostering this. The use of audio-visual media enhances motivation and interest by making lessons more dynamic and captivating. Students reported increased focus and understanding when lessons included videos or films related to the topic, as opposed to conventional lecture-only methods.

The visualization provided by audio-visual media aids students in understanding complex concepts and connecting historical events to real-life contexts. Additionally, activities like problem-based assignments encouraged students to contextualize historical lessons to contemporary issues, making the learning experience more relevant and meaningful.

3) Memory Retention and Student Outcomes

Audio-visual tools also improved students' memory retention of lesson material. Engaging visuals and narrations helped students form stronger mental connections with the content, resulting in better recall during evaluations. For example, students noted that videos illustrating events, such as the Prophet's covert and overt preaching methods, made the lessons more memorable.

Observations showed that students actively engaged with the material and were able to articulate meaningful insights from the videos they watched. Furthermore, they performed better in assessments when audio-visual media was utilized during lessons.

The use of audio-visual media in Islamic culture history lessons at Madrasah Aliyah Negeri 1 Poso significantly impacts student learning. It enhances motivation, facilitates comprehension of complex topics, and improves memory retention. Integrating audio-visual

tools with other teaching methods further enriches the learning experience, making lessons more effective and enjoyable.

Educators must continue developing skills in selecting and applying appropriate media to achieve successful learning outcomes. Audio-visual media offers distinct advantages over traditional methods, proving to be a valuable tool in enhancing students' academic performance and engagement in Islamic culture history learning.

3.2. Discussion

The findings regarding the implementation of Islamic Cultural History (SKI) learning at Madrasah Aliyah Negeri (MAN) 1 Poso reveal crucial insights into curriculum application, teaching methods, and the use of audio-visual media. These aspects collectively shape the effectiveness of Islamic education in developing students' understanding of Islamic civilization and values.

a. Implementation of the Islamic Cultural History Curriculum

The curriculum at MAN 1 Poso reflects a balance between historical knowledge and the internalization of Islamic values. By employing the 2013 Curriculum for grade XII and the "Merdeka Curriculum" for grades X and XI, educators adapt their teaching methods to accommodate varied frameworks. This aligns with the view of Dewey (1916) that a curriculum should focus on experiential learning and foster critical thinking among students. The diagnostic assessments and student-centered approaches seen in the "Merdeka Curriculum" are consistent with constructivist learning theories, which emphasize the importance of scaffolding and formative feedback to build understanding (Vygotsky, 1978).

The diverse methods employed—lectures, discussions, and role-playing—illustrate a blend of traditional and innovative teaching practices. These methods not only address cognitive development but also promote affective learning by embedding Islamic values into character-building activities. This approach resonates with Bloom's taxonomy, which underscores the integration of cognitive, affective, and psychomotor domains for holistic education (Anderson & Krathwohl, 2001).

b. Use of Audio-Visual Media in SKI Learning

The use of audio-visual media significantly enhances the teaching-learning process at MAN 1 Poso. This aligns with the dual-coding theory proposed by Paivio (1986), which posits that the combination of visual and auditory stimuli improves comprehension and retention. By incorporating films, animations, and interactive applications, educators make abstract historical events more tangible and relatable for students.

However, challenges such as limited infrastructure and educators' varying competencies in using audio-visual tools hinder the full potential of this approach. This supports the findings of Bates (2015), who emphasized that the effective integration of technology in education requires both adequate resources and teacher training. The reliance on basic tools like PowerPoint, despite the availability of advanced software, highlights the need for professional development programs tailored to educators' technological proficiency.

c. Effectiveness of Audio-Visual Media in SKI Learning

The findings indicate that audio-visual media positively impacts student motivation, comprehension, and memory retention. Motivation, a key factor in learning as highlighted by Deci and Ryan's (1985) self-determination theory, is enhanced through engaging and dynamic media. For instance, students reported increased focus when lessons included videos and animations that contextualized historical events.

Furthermore, the use of audio-visual media aligns with Mayer's (2005) cognitive theory of multimedia learning, which states that combining visual and auditory elements helps learners process information more effectively. This was evident in students' improved

performance and deeper understanding of complex topics, such as the Prophet Muhammad's preaching methods.

The integration of audio-visual media and innovative teaching methods into SKI learning not only fosters academic achievement but also nurtures character development rooted in Islamic values. This aligns with the goals of Islamic education, which aims to produce well-rounded individuals who can contribute positively to society (Al-Attas, 1979). However, addressing infrastructural and training challenges remains critical for optimizing these strategies.

In conclusion, the findings underscore the importance of a well-designed curriculum, diverse teaching methods, and the integration of audio-visual media in Islamic Cultural History learning. These practices enhance students' motivation, comprehension, and retention while instilling Islamic values. Future efforts should focus on improving infrastructure and providing targeted training for educators to maximize the potential of technological tools in Islamic education.

4. CONCLUSION

The implementation of Islamic Cultural History learning at Madrasah Aliyah Negeri 1 Poso primarily utilizes lecture and discussion methods. Supporting media include printed materials such as textbooks and digital tools like LCD projectors and mobile phones to facilitate access to information. Evaluation processes are conducted in accordance with the curriculum applied to each grade level, ensuring that the learning activities are tailored to the students' educational stages and needs.

The use of audio-visual media in this madrasah is supported by infrastructure such as LCD projectors and Wi-Fi networks. However, the educators' limited skills in utilizing audio-visual tools highlight the need for training to enhance their competencies. Many teachers at the madrasah have expressed challenges in effectively integrating audio-visual media into classroom instruction, signaling the importance of ongoing professional development programs.

The effectiveness of audio-visual media in teaching Islamic Cultural History is evident from the increased student motivation and interest it generates, compared to traditional visual-based methods. Students who learn with audio-visual tools demonstrate better comprehension and improved academic performance, particularly when historical events are visualized through engaging formats like films or animations. This indicates that audio-visual media significantly enhances the learning process and outcomes for students.

ACKNOWLEDGEMENTS

The author expresses sincere gratitude to Allah SWT for His endless blessings and guidance throughout the completion of this study. Special thanks are extended to the Islamic Institute of As'Adiyah Sengkang for providing the academic and professional support that contributed significantly to this research.

The author would also like to acknowledge the invaluable assistance provided by the leadership and educators of Madrasah Aliyah Negeri 1 Poso, who willingly participated in this study and shared their insights and experiences, enriching the findings of this research.

Lastly, heartfelt gratitude is conveyed to family, colleagues, and all individuals who offered their encouragement, constructive feedback, and moral support. This research was conducted without any specific financial support but benefited greatly from the collaborative environment fostered by the academic community. May this work serve as a meaningful contribution to the development of Islamic education.

REFERENCES

- Al-Attas, S. M. N. (1979). *Aims and Objectives of Islamic Education*.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*.
- Arsyad, A. (2011). *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Bates, T. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage Handbook of Qualitative Research*. Sage Publications.
- Dewey, J. (1916). *Democracy and Education*.
- Dimiyati & Mudjiono. (2013). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Flick, U. (2007). *Designing Qualitative Research*. Sage Publications.
- Hamdani. (2011). *Strategi Belajar Mengajar*. Bandung: CV Pustaka Setia.
- Hymes, D. (1974). *Foundations in Sociolinguistics: An Ethnographic Approach*. University of Pennsylvania Press.
- Kvale, S. (2007). *Doing Interviews*. Sage Publications.
- Mastuhu. (2003). *Dinamika Sistem Pendidikan Islam*. Jakarta: Logos.
- Mayer, R. E. (2005). *The Cambridge Handbook of Multimedia Learning*.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications.
- Paivio, A. (1986). *Mental Representations: A Dual Coding Approach*.
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. Sage Publications.
- Sadiman, A. S., et al. (2010). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Rajawali Pers.
- Slameto. (2013). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Suparno. (2010). *Media dan Teknologi Pembelajaran*. Yogyakarta: UNY Press.
- Uno, H. B. (2008). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Jakarta: Bumi Aksara.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.