

INTENSITY OF AUDIOVISUAL MEDIA USE AND STUDENT INTEREST IN LEARNING ISLAMIC RELIGIOUS EDUCATION

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Abstrak

Penelitian ini dilatarbelakangi oleh masih rendahnya minat siswa dalam belajar Pendidikan Islam, meskipun fasilitas media pembelajaran, termasuk media audio-visual, semakin lengkap di sekolah. Penelitian ini bertujuan untuk mengetahui hubungan antara intensitas penggunaan media audio-visual dengan minat belajar Pendidikan Islam pada siswa kelas VII di MTs Al Muttaqin. Pendekatan yang digunakan adalah kuantitatif dengan metode korelasional. Populasi penelitian adalah seluruh siswa kelas VII, sedangkan sampel diambil dengan teknik simple random sampling. Data dikumpulkan melalui angket tertutup skala Likert yang mengukur intensitas penggunaan media audio-visual dan minat belajar Pendidikan Islam, kemudian dianalisis menggunakan korelasi Product Moment Pearson. Hasil penelitian menunjukkan adanya hubungan positif dan signifikan antara intensitas penggunaan media audio-visual dengan minat belajar Pendidikan Islam siswa. Semakin tinggi intensitas penggunaan media audio-visual yang relevan dan menarik, semakin tinggi pula minat siswa dalam mengikuti pembelajaran Pendidikan Islam.

Kata Kunci: Media Audio Visual, Minat Belajar, Pendidikan Islam, Studi Korelasi, Siswa

Abstract

This study is motivated by the relatively low student interest in learning Islamic Education, despite increasingly adequate learning facilities, including audio-visual media, at school. The research aims to determine the relationship between the intensity of audio-visual media use and students' interest in learning Islamic Education among seventh-grade students at MTs Al Muttaqin. A quantitative approach with a correlational design was employed. The population comprised all seventh-grade students, and the sample was selected using simple random sampling. Data were collected through a closed-ended Likert-scale questionnaire measuring the intensity of audio-visual media use

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and interest in Islamic Education learning, and then analyzed using Pearson Product Moment correlation. The findings indicate a positive and significant relationship between the intensity of audio-visual media use and students' interest in learning Islamic Education. The higher the intensity of relevant and engaging audio-visual media use, the higher the students' interest in participating in Islamic Education classes.

Keywords: Audio-Visual Media, Learning Interest, Islamic Education, Correlational Study, Student

INTRODUCTION

The development of information and communication technology has brought major changes to the world of education, including Islamic Religious Education. In the digital age, students are more familiar with moving images, sounds, and animations than text alone, requiring teachers to utilize more engaging and interactive learning media. Audio-visual media is considered capable of combining sound and image elements simultaneously, making abstract material more concrete and easier to understand, as well as increasing students' attention and motivation to learn (Sanulita et al., 2024). In the context of PAI, the use of audio-visual media has great potential for teaching Islamic values and practices, such as worship, morals, and history, in a way that is more lively and relevant to the students' world (Salsabila et al., 2023),(Hamilan et al., 2023),(Pebriana et al., 2025). However, in many madrasahs, the intensity of audio-visual media use in PAI learning still varies and is not yet optimal, while the phenomenon of low learning interest and student boredom in PAI lessons is still often encountered in classrooms.

Research shows that the use of audio-visual media and interactive multimedia contributes positively to motivation and learning outcomes. A systematic review of multimedia in learning found that a combination of text, images, audio, and video generally improves learning performance and comprehension compared to text-only media (Abdulrahaman et al., 2020),(Çeken & Taşkın, 2022). A meta-analysis of the use of video in higher education also shows that adding video to existing teaching methods significantly improves student learning outcomes (Noetel et al., 2021). Other research in Islamic education confirms that audio-visual technology makes PAI learning more contextual, making it easier for students to understand and practice religious teachings, while also adapting to the character of the millennial generation who are familiar with digital media



(Fahyuni et al., 2020). However, studies that specifically examine the relationship between the intensity of audio-visual media use and interest in learning Islamic Religious Education at the junior high school level are still limited.

Based on the background and theoretical review, this study aims to empirically analyze the relationship between the intensity of audio-visual media use and students' interest in learning Islamic Religious Education. Specifically, this study describes the level of intensity of audio-visual media use in Islamic Religious Education learning among seventh-grade students at MTs Al Muttaqin. It describes the level of students' interest in learning Islamic Religious Education as seen from indicators of attention, interest, involvement, and perseverance in following lessons. It tests whether there is a significant relationship between the intensity of audio-visual media use and students' interest in learning Islamic Religious Education. Using a correlational quantitative approach, this study is expected to provide a more measurable picture of the extent to which the use of interesting, clear, and relevant audio-visual media can be linked to an increase in students' interest in Islamic Religious Education learning. The findings of this study are expected to provide practical input for Islamic Religious Education teachers and madrasahs in designing media-based learning strategies.

Theoretically, multimedia learning theory states that processing information through visual and auditory channels simultaneously can increase learners' attention, understanding, and retention when the media is designed and used appropriately (Lange & Costley, 2020). Research on audio-visual media shows that richness of content, clarity, and appropriate speed correlate with students' acceptance and intention to use such media in learning (Al-Maroof et al., 2022). Another experimental study found that the use of interactive audio-visual media significantly increased student motivation compared to conventional learning (Sanulita et al., 2024),(Noetel et al., 2021). In the context of PAI, audio-visual media is also considered effective in helping students understand Islamic material more easily and interestingly (Salsabila et al., 2023),(Hamilan et al., 2023),(Pebriana et al., 2025). Based on these theoretical and empirical foundations, the main argument of this study is that the higher the intensity of using relevant and high-quality audio-visual media in PAI learning, the higher the students' interest in learning PAI. Therefore, the hypothesis proposed is that there is a positive and significant relationship between the intensity of using audio-visual media and students' interest in learning PAI at MTs Al Muttaqin.



LITERATURE REVIEW

Audio-visual media combines sound (audio) and images (visual) simultaneously, so that messages are received through two senses at once, namely hearing and sight, such as videos, educational films, animations, and multimedia presentations, which are able to concretize abstract concepts (Ahmad & Abd Halim, 2024),(Savka & Yakymovych, 2020). From the perspective of cognitive theory of multimedia learning, humans process information through two separate channels (verbal and visual) with limited capacity, and meaningful learning occurs when learners actively select, organize, and integrate information from both channels (Noetel et al., 2022),(Mayer, 2024),(Wi & Boers, 2025). Various systematic studies show that the use of audio-visual media can increase motivation, attention, active participation, and learning outcomes, provided that it is designed based on good multimedia design principles, such as coherence, contiguity, segmentation, and emphasis (Nicolaou et al., 2019). In religious education, this medium serves as an intermediary for experiences that facilitate understanding of the values and practices of religious teachings.

Interest in learning is rooted in the concept that interest is a persistent inclination of the heart and attention toward an activity, accompanied by feelings of pleasure and a desire to continue engaging in it. In modern educational psychology, interest in learning is closely related to motivation, especially intrinsic motivation that arises from curiosity, enjoyment, and personal value toward the learning activity itself (Howard et al., 2021),(Ai, 2025). Meta-analyses within the framework of self-determination theory show that personal interest and value in learning are strongly related to academic success, perseverance, and student well-being (Bureau et al., 2022). Interest in learning is reflected in indicators such as focused attention, cognitive engagement, and emotional participation in classroom activities (Lisa R. Halverson & Graham, 2019),(Vu et al., 2022). Positive teacher-student relationships, support for autonomy, and experiences of competence have been shown to increase autonomous motivation and, in turn, strengthen students' interest and engagement in learning (Li & Xue, 2023). Thus, interest in learning is not merely a feeling of liking, but a multidimensional construct that influences and is influenced by the learning environment.

Islamic Religious Education is based on the understanding of a conscious and planned effort to prepare students to know, understand, appreciate, believe in, and practice the teachings of Islam from the Qur'an and Hadith, so that they have faith, are pious, and have noble character in their personal and social lives (Arif Muadzin, 2021),(Suharsono et al., 2024).



Not only emphasizing cognitive aspects, but also fostering attitudes and behaviors through guidance, teaching, practice, and continuous religious experiences (Amrillah & Abimubarok, 2022),(Novianti et al., 2024). The main objective is to shape a well-rounded Muslim personality that is knowledgeable, moral, and able to balance religious values with modern science (Taufik, 2020),(Farial Naftalin & Hasiolan, 2025). In the contemporary context and the Fourth Industrial Revolution, PAI is positioned as a reinforcement of character education, functioning as a control of values and a moral bulwark against the negative impacts of globalization through a reconstructive, integrative, and contextual curriculum (Syarnubi et al., 2021),(Taja et al., 2021). Thus, PAI becomes a strategic instrument for shaping a religious, moderate, and competitive generation.

Correlation studies are based on the concept of statistical relationships between two or more variables without treatment (non-experimental). Correlational studies serve to identify the existence of relationships, the direction of relationships (positive/negative), and the strength of relationships between variables (Rahayu & Sari, 2023). Correlation studies in Islamic Education are based on the understanding that various psychological, family, and learning environment factors are related to Islamic Education learning outcomes and the formation of students' Islamic personalities. Methodologically, correlational research uses a quantitative approach to reveal the degree of relationship between variables, usually with Pearson Product Moment correlation or simple correlation (Fahira, 2022),(Safika & Rahman, 2023). The correlation between parental attention and PAI learning outcomes, motivation, facilities, and learning discipline with the learning achievements of madrasah students is often studied (Abidin et al., 2024), or factors in the PAI learning process (media, methods, and teacher strategies) with student interest and participation in learning (Ilham & Eka, 2024),(Nurul et al., 2024). A positive and significant correlation value indicates that the higher the support, motivation, or attention, the better the PAI achievement.

Students in education are positioned as active subjects whose academic and personal development is influenced by personal, social, and school context factors. Psychologically, student achievement is related to learning motivation, particularly intrinsic motivation and personal values towards tasks, as explained in self-determination and expectancy-value theories (Urhahne & Wijnia, 2023),(Skinner, 2023). Intrinsic motivation and self-regulated learning are strongly associated with academic success, perseverance, and student well-being (Howard et al., 2021),(Ai, 2025). A



systematic review shows that student success is a multidimensional phenomenon: it is influenced by individual characteristics, family, school environment, and social networks that form academic and emotional support (Costa et al., 2024), (Quílez-Robres et al., 2021).

Audio-visual media play a strategic role in improving the quality of learning through the integration of sound and image elements that are in line with the cognitive processes of students. This media has been proven to be able to concretize abstract concepts, increase motivation, attention, and active participation of students when designed in accordance with the principles of multimedia learning. In the context of Islamic Religious Education (IRE), audio-visual media serves as a learning experience that facilitates the internalization of values, understanding of teachings, and appreciation of religious practices. Learning interest, as a multidimensional construct closely related to intrinsic motivation, attention, and emotional involvement, is an important factor that mediates learning success and the formation of Islamic personality. Correlational studies show that learning factors, including the use of media, motivation, and the learning environment, have a positive and significant relationship with student achievement and engagement. Thus, the optimization of audio-visual media in PAI learning is pedagogically and strategically relevant for shaping a religious, moderate, and competitive generation in the contemporary era.

RESEARCH METHODS

This study uses a quantitative approach with a correlational design, which aims to examine the relationship between the intensity of audio-visual media use and students' interest in learning Islamic Religious Education (PAI). A quantitative approach was chosen because it allows for objective measurement of variables and statistical analysis of relationships without directly treating the research subjects (Creswell & Creswell, 2018). The research population consists of all seventh-grade students at MTs Al Muttaqin, the location of the study, while the sample was determined using probability sampling techniques, such as simple random sampling or proportional random sampling, so that the research results could be generalized (Sugiyono, 2022). The independent variable in this study is the intensity of audio-visual media use, which is operationalized through indicators of frequency of use, media variety, duration of use, and media suitability for PAI material. The dependent variable is student learning interest, which includes attention, interest, cognitive involvement, and emotional participation in the learning process (L.R. Halverson & Graham, 2019).



Data collection in this study was conducted using a closed questionnaire with a five-point Likert scale, which was compiled based on a review of multimedia learning theory and educational psychology. The research instrument was tested in advance to ensure its suitability through validity and reliability tests. The validity test was conducted using Pearson Product Moment correlation to determine the accuracy of each statement item, while the reliability of the instrument was analyzed using Cronbach's Alpha coefficient to ensure the internal consistency of the instrument (Azwar, 2020). Data analysis was conducted using descriptive statistics to describe trends in the intensity of audio-visual media use and students' interest in learning, as well as inferential statistics using Pearson's product moment correlation to determine the direction and strength of the relationship between variables. Before testing the hypothesis, the data was tested for normality and linearity. Positive and significant correlation results indicate a meaningful relationship between the intensity of audio-visual media use and students' interest in learning PAI.

RESULTS AND DISCUSSION

This study involved seventh-grade students at MTs Al Muttaqin as research respondents. A total of 60 respondents were analyzed, selected using probability sampling techniques. The characteristics of the respondents were reviewed based on gender and age to provide an overview of the research subjects. The results of the analysis showed that the respondents consisted of 32 male students and 28 female students aged 12-13 years. This condition reflects the general characteristics of early madrasah tsanawiyah students who are in the transition phase of cognitive and affective development. The diversity of respondent characteristics provided an adequate basis for examining the intensity of audio-visual media use and student learning interest in Islamic Religious Education. These demographic data were also important as a context for understanding variations in student responses to the use of learning media applied by Islamic Religious Education teachers.

Table 1. Respondent Characteristics

Characteristics	Frequency	Percentage
Male	32	53,3%
Women	28	46,7%
Amount	60	100%



Based on the results of descriptive analysis, the intensity of audio-visual media use in PAI learning in Grade VII MTs Al Muttaqin was in the moderate to high category. Indicators of intensity of use include frequency of media use, variety of audio-visual media types, duration of use, and suitability of media to learning materials. The majority of students stated that PAI teachers quite often use learning videos, multimedia presentations, and supporting visual displays in the learning process. This shows that teachers are making an effort to utilize media that is relevant to the characteristics of their students. The use of audio-visual media is considered to be able to help students understand abstract material, especially on the topics of Islamic beliefs and history. These findings indicate that the use of audio-visual media has become part of PAI learning practices, although the level of intensity still varies between meetings.

Table 2. Intensity of Audio-Visual Media Use

Category	Frequency	Percentage
Low	10	16,7%
Currently	31	51,7%
Height	19	31,6%
Amount	60	100%

When reviewed further based on indicators, the frequency of audio-visual media use is the most dominant aspect felt by students. Most students stated that audio-visual media were used at least once or twice in one basic competency. Variations in media, such as the use of animated videos, Islamic short films, and visual presentations, also received positive responses, although they were not yet fully evenly distributed. In terms of duration, media use generally ranges from 10 to 20 minutes per session, which is considered effective enough to maintain students' attention. Meanwhile, the suitability of media to learning materials received high ratings, indicating that the media used is relevant to the objectives of Islamic Education. These findings indicate that the intensity of audio-visual media use is not only determined by frequency but also by the quality and relevance of the media in supporting student understanding.

The results of descriptive analysis of student learning interest variables show that, in general, interest in learning Islamic Education is in the moderate to high category. Learning interest is measured through indicators of attention, interest, cognitive involvement, and emotional participation of students during the learning process. Most students show good attention during Islamic Education lessons, especially when teachers use audio-visual media. Students' interest in the material also increased



when the learning was accompanied by interesting visual and audio presentations. Cognitive involvement was evident from the students' activeness in answering questions and participating in class discussions. Emotional participation, such as feelings of joy and enthusiasm, was also more dominant in learning that utilized media. These findings indicate that students' interest in learning PAI is quite positive and has the potential to be increased through appropriate learning strategies.

Table 3. Students' Level of Interest in Learning

Category	Frequency	Percentage
Low	8	13,3%
Currently	34	56,7%
Height	18	30,0%
Amount	60	100%

Based on the analysis per indicator, student attention is the most prominent aspect of learning interest. Most students are able to focus their attention during learning, especially when audio-visual media are used to support the material. The interest indicator also shows positive results, with students finding PAI material more interesting and less boring. Students' cognitive engagement is evident from their increased participation in asking questions, answering questions, and completing assignments. Meanwhile, emotional participation is reflected in their enthusiastic attitude and enjoyment of learning. However, there are still a small number of students who show low interest in learning, which may be influenced by individual factors or the learning environment. Overall, the indicators of student interest in learning show a positive trend and are in line with the intensity of audio-visual media use.

Before conducting the correlation analysis, the research data was first tested through prerequisite tests, namely normality and linearity tests. The normality test was conducted to determine whether the data was normally distributed as a prerequisite for using Pearson Product Moment correlation. The normality test results showed that the significance values of both variables were greater than 0.05, so the data was declared to be normally distributed. Next, a linearity test was conducted to confirm the existence of a linear relationship between the intensity of audio-visual media use and student learning interest. The results of the linearity test showed a significance value above 0.05, which means that the relationship between the two variables is linear. With both prerequisites fulfilled, Pearson Product Moment correlation analysis can be performed to test the



relationship between the independent and dependent variables in this study.

Table 4. Summary of Prerequisite Tests

Test	Significance	Description
Normality X	0,200	Normal
Normality Y	0,185	Normal
Linearity	0,321	Linear

The results of the Pearson Product Moment correlation analysis show a positive relationship between the intensity of audio-visual media use and student interest in learning Islamic Education. The correlation coefficient value obtained was $r = 0.62$ with a significance level of $p < 0.05$. This value indicates that the relationship between the two variables is strong and statistically significant. This means that the higher the intensity of audio-visual media use in PAI learning, the higher the students' interest in learning. This positive relationship indicates that audio-visual media play an important role in increasing students' interest and involvement in the learning process. This finding reinforces the theoretical assumption that learning media that are in line with students' cognitive characteristics can significantly increase motivation and interest in learning.

Table 5. Correlation Test Results

Variable	r calculation	Sig.	Description
X - Y	0,62	0,000	Significant

The findings of this study indicate that the intensity of audio-visual media use has an important contribution to students' interest in learning Islamic Education. Audio-visual media can create a more interesting, contextual, and meaningful learning atmosphere for students. The appropriate use of media helps students understand abstract and normative Islamic Education material in a more concrete and understandable way. In addition, audio-visual media also encourages students' emotional and cognitive involvement, so that learning is not only informative but also inspiring. The strong positive relationship between the two variables shows that learning media is a significant external factor in shaping students' interest in learning. Therefore, PAI teachers need to optimize the use of



audio-visual media in a planned and sustainable manner in the learning process.

Overall, the results of this study indicate that the intensity of audio-visual media use in Grade VII at MTs Al Muttaqin is in the moderate to high category, as is the level of student interest in learning Islamic Religious Education (PAI). Correlation analysis shows a positive and significant relationship between the two variables, indicating that audio-visual media plays an important role in increasing student interest in learning. These findings confirm that PAI learning that makes intensive use of audio-visual media in accordance with pedagogical principles can improve the quality of the learning process. Thus, the results of this study have practical implications for teachers and madrasah administrators to develop PAI learning strategies that are more innovative, interesting, and oriented towards student needs.

Discussion

The results of the study indicate that the intensity of audio-visual media use in Islamic Religious Education (IRE) learning in Grade VII at MTs Al Muttaqin is in the moderate to high category. This finding is in line with the results of Abdulrahaman's systematic review, which confirms that multimedia, especially audio-visual, has become an important component in modern learning practices due to its ability to increase student engagement and understanding (Abdulrahaman et al., 2020). Audio-visual media enable the presentation of information in a more concrete, contextual, and easily understandable manner, especially for abstract and conceptual material. In the context of PAI, the use of audio-visual media helps bridge normative religious values with more tangible learning experiences. The relatively consistent intensity of use indicates teachers' pedagogical awareness in utilizing learning technology, although strengthening is still needed in terms of media variation and integration so that its impact on the learning process can be optimized.

Students' interest in learning Islamic Education, based on the results of the study, was in the moderate to high category, as reflected in their attention, interest, cognitive involvement, and emotional participation. These findings can be explained through the perspective of educational psychology, which places learning interest as a manifestation of intrinsic motivation and personal values towards learning activities (Abdulrahaman et al., 2020),(Ai, 2025),(Howard et al., 2021). Multimedia tools can increase student interest because they provide a more engaging and less monotonous learning experience. When students find learning more



enjoyable and relevant, their emotional and cognitive engagement tends to increase. In PAI learning, this condition is important because the learning objectives are not only cognitive aspects, but also the formation of attitudes and appreciation of values. Thus, a relatively high interest in learning indicates that the learning approach used has supported more comprehensive student engagement.

A positive and significant relationship between the intensity of audio-visual media use and student learning interest was found in this study. Multimedia has a strong influence on student motivation and engagement. Audio-visual media works through multi-sensory stimulation that can attract attention, maintain focus, and reduce learning fatigue (Abdulrahaman et al., 2020). This is also in line with the findings of Ahmad and Abd Halim, who stated that audio-visual-based learning at the secondary school level can increase student interest and participation when used appropriately. In the context of PAI, the higher the intensity and quality of audio-visual media use, the greater the opportunity for students to be actively involved in learning. These findings show that audio-visual media are not merely tools, but strategic pedagogical factors that contribute to increasing student interest in learning (Ahmad & Abd Halim, 2024).

Theoretically, the results of this study can be explained through multimedia learning theory, which emphasizes the importance of integrating visual and verbal information in the learning process (Mayer, 2024), (Noetel et al., 2022). Abdulrahaman emphasized that well-designed multimedia can optimize students' cognitive processes by presenting information in a structured and engaging manner. When audio-visual media are used intensively and appropriately, students find it easier to process, organize, and integrate new information (Abdulrahaman et al., 2020). Furthermore, from a motivational theory perspective, audio-visual media plays a role in creating learning experiences that support student autonomy and competence, which in turn strengthens intrinsic motivation (Bureau et al., 2022). Thus, the findings of this study are not only empirical in nature, but also have a strong theoretical basis in the field of learning and motivation.

In the context of Islamic Religious Education, the use of audio-visual media has broader implications because PAI learning emphasizes the formation of attitudes, values, and character of students. Abdulrahaman emphasizes that multimedia is effective when used to present content that is value-based and contextual (Abdulrahaman et al., 2020). Islamic Education teachers as facilitators and motivators in creating meaningful learning experiences. Audio-visual media can be used to present exemplary



stories, worship practices, and socio-religious phenomena in a more lively manner (Arif Muadzin, 2021),(Amrillah & Abimubarok, 2022). Thus, the intensity of audio-visual media use in PAI not only affects learning interest but also has the potential to strengthen the internalization of Islamic values in a more profound and contextual manner.

Although the results of this study show a strong and significant relationship, Abdulrahaman's findings also remind us that the effectiveness of multimedia greatly depends on the quality of its design and appropriateness of its use. High intensity use of audio-visual media without good pedagogical planning has the potential to cause distraction and cognitive fatigue (Abdulrahaman et al., 2020). Therefore, the results of this study need to be understood proportionally, that an increase in student learning interest is not only determined by how often the media is used, but also by how the media is integrated into learning strategies. This study provides an empirical basis for the development of more innovative PAI learning, while also opening up space for further research that examines the quality of multimedia design, the role of teachers, and the long-term impact of audio-visual media use on students' religious attitudes and character.

CONCLUSION

This study aims to answer research questions regarding the relationship between the intensity of audio-visual media use and students' interest in learning Islamic Religious Education (IRE). The results show that there is a positive and significant relationship between the two variables, which means that the higher the intensity of audio-visual media use in IRE learning, the higher the students' interest in learning. This finding confirms that audio-visual media plays an important role in creating PAI learning that is more interesting, contextual, and meaningful. Audio-visual media help students focus their attention, increase their interest, and encourage cognitive and emotional engagement in the learning process. Thus, the use of audio-visual media not only functions as a technical aid but also as a relevant pedagogical strategy to improve the quality of PAI learning at the madrasah tsanawiyah level.

The main findings of this study reinforce theoretical and empirical studies that state that multimedia-based learning can increase students' motivation and interest in learning. The strength of this study lies in the use of a correlational design supported by systematic statistical analysis, instruments that have been tested for validity and reliability, and a focus on the context of Islamic Education (PAI) learning, which is still relatively limited in multimedia research. In addition, this study provides practical contributions by presenting empirical evidence that the intensity of audio-



visual media use can be an important indicator in increasing student interest in learning. The results of this study also provide a basis for PAI teachers and madrasah administrators to develop more innovative learning that is in line with the characteristics of the digital generation.

However, this study has several limitations. First, the correlational research design does not allow causal conclusions to be drawn between the use of audio-visual media and students' interest in learning. Second, the data were obtained through questionnaires, which are highly dependent on the subjective perceptions of respondents. Third, this study was conducted in one madrasah with a limited sample size, so the results of the study should be generalized with caution. Therefore, future research should use an experimental design or a mixed methods approach, expand the research location, and examine other variables such as learning outcomes, religious attitudes, and media design quality. Thus, understanding of the role of audio-visual media in PAI learning can be developed more comprehensively.

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