Strategies for Using Visual and Audiovisual Media in Islamic Religious Education Learning for Inclusive Students at SMP Fatma Kenanga, Bengkulu City

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ARTICLE INFO	ABSTRACT
	This research aims to analyze strategies for using visual and audiovisual media in Islamic Religious Education (PAI) learning for inclusive students at SMP Fatma Kenanga, Bengkulu City, while also identifying supporting and inhibiting factors in its implementation. This study uses a qualitative approach with data collection techniques through in-depth interviews with PAI teachers and accompanying teachers, direct observation of classroom learning activities, and documentation study. The research results show that the applied strategies include: (1) material visualization through images, diagrams, and simple texts; (2) demonstration of audiovisual use in the form of learning videos that facilitate concept understanding; (3) value reinforcement through Islamic story-based media; and (4) variation and adaptation of media according to individual needs of inclusive students. Supporting factors for implementing this strategy are the availability of media facilities, support from accompanying teachers, and student learning motivation, while obstacles include limited technological facilities, lack of teacher skills in media management, and quite diverse cognitive abilities of inclusive students. These findings confirm the importance of collaborative learning planning between PAI teachers and accompanying teachers, as well as developing teacher skills in utilizing technology-based media. Academically, this research contributes to developing more adaptive and inclusive PAI learning strategies with the support of visual and audiovisual media.

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INTRODUCTION

Islamic Religious Education (PAI) has a fundamental role in shaping the character and morals of students. In the context of inclusive education, PAI learning faces more complex challenges because it must accommodate various student needs, including those with special needs (Syarnubi, Alimron, & Sukirman, 2023). SMP Fatma Kenanga, Bengkulu City, as an inclusive school is committed to providing fair and equitable educational services for all students, so that every individual has equal opportunities to understand and practice Islamic teachings. One of the main challenges in PAI learning in inclusive classrooms is ensuring that all students, without exception, can understand the material being taught (Manab, 2015).

Students with special needs may have limitations in receiving information conventionally, so innovative approaches are needed that can help them understand Islamic teachings better. In this case, learning media becomes a very important tool in increasing the effectiveness of material harmonization and building more interactive and enjoyable learning experiences (Djamarah, 2000).

However, the effectiveness of visual and audiovisual media depends on usage strategies. Aspects such as appropriateness with communication objectives, relevance to the audience, and content quality become determining factors for success. Therefore, appropriate strategies are needed in selecting and implementing these media so that expected results can be achieved optimally in the world of education, visual media such as images, diagrams, and graphics help simplify complex concepts, while audiovisual media such as videos and animations clarify material with combinations of sound and moving images (Gabriela, 2021).

Meanwhile, in the realm of marketing and communication, audiovisual media proves more effective in attracting attention and building audience emotions, thus capable of increasing the attractiveness of a product or message to be conveyed. Visual and audiovisual media play a role in inclusive education systems, where students with various special needs learn together with regular students (Winkel, 2019). However, obstacles are often found in understanding PAI material because teaching methods are still conventional and less adaptive to the needs of inclusive students. Students with cognitive, sensory, or motor disabilities require more innovative and interactive learning approaches to better understand religious concepts (Syarnubi, 2019).

Inclusive students are students with special needs who learn together with regular students in general schools in an effort to create an inclusive and equitable educational environment. Inclusive education aims to provide equal opportunities for all children, regardless of physical, intellectual, emotional, or social differences (Amanda, 2024). In recent years, the concept of inclusion has increasingly developed along with increasing awareness of the importance of fair and accessible education for all individuals. However, the implementation of inclusive education still faces various challenges, such as inadequate facilities and resources, limited access to information, limited number and quality of teachers with expertise in handling students with special needs, and lack of understanding from the community about the importance of diversity in the world of education (Triwiyanto, 2015). Therefore, various efforts are needed, including teacher training, provision of supporting facilities and infrastructure, and changes in mindset in the world of education so that all students, including inclusive students, can develop optimally according to their respective potentials (Kurniawan, Nanda Alfan, 2020).

One way to improve students' understanding of PAI material is by utilizing effective learning media. Learning media such as images, videos, audio, and other interactive technologies can help bridge the understanding gap between regular students and inclusive students. The use of appropriate media can not only attract students' attention but also make it easier for them to understand religious concepts more concretely and enjoyably. Appropriate learning media can be a solution to overcome these challenges (Daradjad, 1995). By using varied media, such as visual, audio, and digital technology, PAI teaching can be adapted to the needs of inclusive students. For example, the use of images, videos, or computer-based educational applications can help students with hearing or speaking difficulties, while interactive media can accelerate understanding for students with more specific learning needs. The right media usage strategy will increase interest.

METHODS

This research uses a qualitative approach with a case study method aimed at exploring the experiences and understanding of inclusive students regarding media use in Islamic Religious Education (PAI) learning at SMP Fatma Kenanga, Bengkulu City. This field research is conducted using a qualitative descriptive method, which is research intended to describe phenomena in depth based on empirical data (Sugiyono, 2019).

Research subjects consist of inclusive students, PAI teachers, and special accompanying teachers. Data is collected through direct classroom observation, in-depth interviews, and document

analysis, such as individual learning plans (Bungis, 2011). Data is analyzed using descriptive analysis techniques with data reduction, data presentation, and conclusion drawing steps. To maintain data validity, this research uses source and technique triangulation (Moleong, 2004). The qualitative approach was chosen because it can provide rich and holistic understanding regarding strategies for using visual and audiovisual media and their impact on inclusive students' understanding, as emphasized that this approach emphasizes data exploration to achieve maximum research quality results (Ibrahim, 2018).

FINDINGS AND DISCUSSION

A. Definition of Learning Media

The word media comes from Latin "medius" which literally means "middle, intermediary, or messenger." In Arabic, media is an intermediary or messenger from sender to message receiver. Media is a component of learning resources or physical vehicle that contains instructional materials in the student environment that can stimulate students to learn. The National Education Association defines media as forms of communication both printed and audiovisual and their equipment (Nur, 2022). Thus, media can be manipulated, seen, heard, or read. Learning is a communication process between learners, teaching, and learning materials. Learning media is everything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning, and according to E. De Carta's view, learning media is a non-personal tool (not human) that is used or provided by teaching staff, which holds (Arsyad, 2010).

B. Visual Media

The use of audiovisual media is an effective strategy in the learning process and information delivery because it can stimulate more than one sense simultaneously. Through combinations of image, sound, and text elements, this media can increase audience attraction and attention (Hujair, 1982). In educational contexts, audiovisual helps explain abstract concepts to become more concrete and understandable, thus increasing information retention among students. The first strategy in audiovisual use is selecting media that suits objectives and audience characteristics (Gunadi, 2014). For example, animated videos are more suitable for children, while documentaries are more relevant for teenagers or adults. This media selection must consider material content, complexity level, and ideal duration so as not to be boring or too short. The second strategy is integrating audiovisual in interactive processes. Teachers or presenters should not just show videos passively, but invite audiences to discuss, answer questions, or conclude the content of the presentation (Munadi, 2003).

Actively, improving understanding, and building more effective two-way communication, the third strategy includes technical aspects and device readiness (Tawari, 2022). Before use, checking sound quality, images, and availability of tools such as projectors, speakers, or internet connections is necessary. Technical errors during material delivery can disrupt delivery flow and reduce message delivery effectiveness. Finally, evaluating audiovisual use effectiveness is also important (Rudi Susilana, 2009). This can be done through participant feedback, learning outcome assessment, or observation of audience involvement. This evaluation becomes the basis for improvement and development of subsequent audiovisual strategies so that their use becomes increasingly optimal and positively impactful (Syaiful, 2021).

C. Definition of Visual Media

Audiovisual Learning Media is one type of learning media that can be used in the learning process. Audiovisual media are tools that are "audible" meaning they can be heard, and tools that are "visible" meaning they can be seen. Audiovisual media is useful for making communication methods effective. Among audiovisual media include images, photo slides, models, cassette tapes, tape recorders, sound films, and television (Suryani, 2018). Audiovisual

media is a medium consisting of visual media synchronized with audio media, which enables two-way communication between teachers and students in the teaching-learning process. According to Azhard Arsyad, audiovisual media is audiovisual media that combines sound elements in its use. Audiovisual media is a medium consisting of visual media synchronized with audio media, which enables two-way communication between teachers and students in the teaching-learning process (Ginting, 2008).

According to Azhard Arsyad, audiovisual media is audiovisual media that combines sound elements in its use (Arsyad, 2010). Based on several definitions above, the author concludes that audiovisual media is media used in learning that combines audio (sound) and visual (image) elements (Sidi, 2016). This type of media has better ability in helping the learning process. Because audiovisual media is media whose use involves time. For example, objects that are too large such as mountains, or objects that are too small such as bacteria, with the help of audiovisual media we can display them in the classroom. Movements in ablution and prayer can also be displayed in the classroom (Mustaniroh, 2022), this certainly makes learning more effective. Audiovisual media is one effort to improve student learning outcomes, learning outcomes are one indicator of learning success that can improve student learning outcomes.

D. Types of Visual Media

Audiovisual media can be classified into two types. The first type is called pure audiovisual media, such as moving films (movies), television, and videos. The second type is impure audiovisual media, namely what we know as slides, OHP, and other visual equipment that are given sound elements from recordings used simultaneously. So, one audiovisual medium that teachers can use to help the learning process is film media. Films can lighten the burden of teachers as educators (Nurfadhillah, Septy, Kholis Nurfalah, Mega Amanda, Nadhiyatul Kauniyah, 2021). If a teacher will use film media in learning activities, they must choose lesson materials and film titles that are appropriate so that learning does not deviate from the objectives to be achieved. The second pure audiovisual media is television. Television is no longer foreign to the community, from rural to urban communities already know television. In the world of education, television can also be used as audiovisual learning media, which contains image and sound elements. Television is electronic equipment, which is basically the same as moving pictures that include images and sounds. Television is essentially the same as film, which can be seen and heard (Suryani, 2018).

E. Definition of Inclusive Students

Inclusive students are students who have special educational needs (whether due to disability factors or other obstacles) and learn together in regular educational environments with appropriate support. This inclusive education aims to provide equal opportunities for all children to obtain education without discrimination (Hapsara, n.d.). The principle that every child has the same right to access quality education, regardless of their physical, intellectual, social, emotional, or economic background differences. Therefore, inclusive schools must be able to adapt teaching methods, environment, and facilities and infrastructure to accommodate the needs of all students. An educational system that enables students with special needs (ABK) to learn together with other students in regular classes (Agustina, S., Salma, H., & Rifki, 2022).

Inclusive students refer to students with special educational needs who learn in regular educational environments together with their peers. Inclusive education aims to provide equal learning opportunities for all students, including those with physical, intellectual, emotional, social disabilities, or other special needs.

According to UNESCO, inclusion is an approach that seeks to address the diverse learning needs of all children and youth by reducing exclusion in education systems. This concept aims to create learning environments that are friendly, adaptive, and support the development of all students without discrimination. However, inclusive schools in Indonesia

still face several problems, including: Limited facilities and resources, Limited access to information, Limited number and quality of teachers, Lack of teacher knowledge about ABK, Lack of teacher skills in handling ABK, Negative stigma toward ABK, Bullying toward ABK (Nanik, 2024).

The following are some problems with inclusive education: Limited facilities and resources, Limited access to information, Limited number and quality of teachers, Lack of teacher knowledge about ABK, Lack of teacher skills in handling ABK, Negative stigma toward ABK, Bullying toward ABK. To overcome these problems, schools can make several efforts, such as: Providing training for regular teachers to accompany ABK, Providing special accompanying teachers for ABK, Creating seminars or workshops about handling and organizing to become a place for equitable development of student potential in order to realize national education goals (Sunarya, Lusyani, Po Abas Sunarya, 2015).

Inclusive schools provide early intervention for children with special needs (Sri, 2008). The goals of inclusive education are: (1) Minimize restrictions on children's growth and development conditions and maximize opportunities for children to engage in normal activities. (2) As much as possible prevent developmental disabilities from becoming disabled children (3) Prevent the development of other limitations due to primary disabilities. To achieve these goals, inclusive education must be implemented from an early age. Early education makes it easier to continue education to the next level. Early childhood education (PAUD) is considered as the basis for forming a complete personality, namely the formation of morals, intelligence, cheerfulness, skills, and devotion to God Almighty. Early childhood education can begin at home or homeschooling. Early age is likened to the golden age where positive stimulation instilled from an early age will have a good impact on children's growth and development. Delay or neglect in providing stimulation has negative impacts on early childhood (Kurniawan, Nanda Alfan, 2020).

Therefore, inclusive education is very appropriate if started from an early age. Inclusive students are an important part of the education system that strives to create equal learning environments for all individuals. Although having many benefits, inclusive education is also able to overcome challenges that need to be addressed through appropriate policies, teacher training, and support from society and government

F. Definition of Visual Media

Visual media is media that functions to channel messages from sources to message recipients. The channels used involve the sense of sight. Messages to be conveyed are poured into visual communication symbols. These symbols need to be understood so that the message delivery process can be successful and efficient. Visual media can be defined as media that combines facts and ideas clearly, strongly, and integrally, through combinations expressing words and images. This media is very appropriate for the purpose of conveying information in the form of condensed summaries. isual media is also often called images or analogies, playing a very important role in the learning process (Andre, 1982). Visual media can facilitate understanding (for example through elaboration of structure and organization) and strengthen memory. Visual media can also foster student interest and can provide connections between lesson material content and the real world. To be effective, visual media should be placed in meaningful contexts and students must interact with visual media (images) to ensure information processing occurs (Putro, Hijrah Eko, 2021).

Forms of visual media can be images, diagrams, maps, graphics, posters, cartoons, newspapers/magazines, and books. Visual media is a means of supporting the success of the teaching and learning process in schools, and can foster student learning enthusiasm, help teachers explain both concrete and abstract material. As teaching aids, then teaching media can support the use of teaching methods used by teachers. In teaching-learning interactions, communication obstacles often occur, this can come from students (low comprehension), and also material taught by teachers is too difficult. By using tools or teaching media, these

communication obstacles can be overcome, so that good teaching-learning quality can be achieved.

Based on the above explanation, it can be concluded that visual media is media closely related to the sense of sight. This media will help accelerate the understanding process, attract attention, strengthen memory, clarify material presentation, and illustrate materials so they are not easily forgotten or ignored.

G. Definition of Islamic Religious Education

The phrase Islamic religious education is a compound phrase because if the phrase is separated, each word will have different meanings. Education in Indonesian comes from the word "didik," meaning "to maintain and provide training (teaching, guidance) regarding morals and intelligence, education is the process of changing attitudes and behavior of a person or group of people in efforts to mature humans through teaching and training efforts." While the meaning of Islamic religion is also a compound phrase, religion means "belief in God, with teachings of devotion and obligations related to that belief," and Islam means "the religion taught by Prophet Muhammad SAW, based on the holy book Al-Quran".

So it can be concluded that linguistically, the understanding of Islamic religious education is a process of changing attitudes and behavior of someone in efforts to mature humans physically and spiritually through training based on Islamic religious values with reference to the Al-Quran. As for what is meant by Islamic religious education according to terminology, among others, is stated by Achmad Patoni who states that religious education is an effort to guide toward systematic and pragmatic personality growth of students so that they live according to Islamic teachings, so that worldly and afterlife happiness is achieved. In other words, it can be explained that Islamic religious education is an effort made consciously and systematically to achieve a goal of providing life guidance to students so they can live according to Islamic religious teachings (Muhaimin, 2008).

In the GBPP of Islamic religious education in general schools, it is explained that Islamic religious education is a conscious effort to prepare students in believing, understanding, appreciating, and practicing Islam through guidance, teaching, and/or training activities while paying attention to demands to respect other religions in inter-religious harmony relationships in society. The above understanding of Islamic religious education is basically the same, only expressed in different language arrangements. Thus, the intended meaning of Islamic religious education can be taken as physical and spiritual guidance with Islamic values to help students so that later they can live according to the guidance of Islamic religious teachings. So that happiness in this world and the hereafter can be achieved.

CONCLUSION

Based on research results and data analysis, SMP Fatma Kenanga, Bengkulu City has successfully implemented four comprehensive strategies in using visual and audiovisual media in Islamic Religious Education (PAI) learning for inclusive students, namely abstract concept visualization, interactive procedural demonstration, value reinforcement through inspirational films, and individualization-based media adaptation. The implementation of these strategies has proven effective in improving cognitive understanding, active participation, and internalization of Islamic values in inclusive students. Theoretically, this research strengthens the view that integrating visual and audiovisual media can become a pedagogical approach that is inclusive, adaptive, and relevant to 21st-century learning needs. Practically, this research results provide real contributions for PAI teachers in designing learning that is friendly to student diversity with collaborative support among school parties, parents, and accompanying teachers.

However, obstacles such as limited time, infrastructure, and lack of teacher training need serious attention so that learning effectiveness becomes increasingly optimal. Therefore, further research is recommended to explore digital-based inclusive media development models and teacher

training strategies to be able to answer PAI learning challenges in the context of inclusive education sustainably. The contribution of this research lies in providing a practical overview of how visual and audiovisual media can be optimized in Islamic Religious Education learning in inclusive schools, while simultaneously adding academic references regarding innovative learning strategies that are inclusive, adaptive, and contextual. Furthermore, this research also provides practical benefits for Islamic Religious Education teachers and schools to strengthen creativity, enhance collaboration with accompanying teachers, and optimize support from parents and institutions in supporting learning.

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