



Audio-Visual Based Picture Story Media for Elementary School Students

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ABSTRAK

Pendidikan agama memainkan peran penting dalam membentuk pemahaman dan praktik keagamaan siswa. Berkenaan dengan hal itu, penelitian mempunyai tujuan untuk mengembangkan media pembelajaran cerita bergambar Islami berbasis audio dan visual dalam meningkatkan pemahaman sholat kepada siswa Sekolah Dasar. Jenis penelitian ini yaitu penelitian pengembangan dengan menggunakan model ADDIE. Subjek uji validitas produk yaitu 1 ahli materi pembelajaran, 1 ahli media pembelajaran, dan 1 ahli pembelajaran. Subjek uji coba produk (uji kepraktisan produk) yaitu 19 orang siswa kelas III Sekolah Dasar. Metode yang digunakan untuk mengumpulkan data yaitu observasi, kuesioner, dan tes. Instrumen yang digunakan dalam mengumpulkan data yaitu lembar kuesioner dan lembar soal tes. Teknik analisis data menggunakan analisis deskriptif kualitatif, analisis deskriptif kuantitatif dan statistik inferensial. Hasil penelitiannya itu hasil penilaian dari ahli materi pembelajaran, ahli media pembelajaran, dan ahli pembelajaran mendapatkan nilai 98%, sehingga mendapatkan kualifikasi sangat baik. Hasil penilaian yang diberikan oleh siswa mendapatkan nilai sebesar 93.55% sehingga mendapatkan kualifikasi sangat baik. Hasil uji-t menunjukkan terdapat perbedaan yang signifikan dalam meningkatkan pemahaman sholat antara grup kelas eksperimen dan grup kelas kontrol. Disimpulkan bahwa media pembelajaran cerita bergambar Islami berbasis audio dan visual efektif meningkatkan pemahaman sholat kepada siswa Sekolah Dasar. Implikasi penelitian ini yaitu media yang dikembangkan dapat digunakan dalam pembelajaran.

ABSTRACT

Religious education is important in shaping students' religious understanding and practice. In this regard, the research aims to develop audio and visual-based Islamic picture story learning media to increase understanding of prayer for elementary school students. This type of research is development research using the ADDIE model. The product validity test subjects were 1 learning material expert, 1 learning media expert, and 1 learning expert. The subjects for the product trial (product practicality test) were 19 grade III elementary school students. The methods used to collect data are observation, questionnaires and tests. The instruments used to collect data were questionnaire sheets and test question sheets. Data analysis techniques use qualitative descriptive analysis, quantitative descriptive analysis and inferential statistics. The research results, namely the results of assessments from learning material experts, learning media experts, and learning experts, received a score of 98%, resulting in very good qualifications. The assessment results the students gave received a score of 93.55%, resulting in very good qualifications. The t-test results showed a significant difference in increasing understanding of prayer between the experimental class group and the control class group. It was concluded that Islamic picture story learning media based on audio and visuals effectively increased elementary school students' understanding of prayer. The implication of this research is that the media developed can be used in learning.

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1. INTRODUCTION

Islamic religious education has a role in seeking understanding for children, namely to believe in Allah SWT which is based on the Al-Qur'an and Hadith. Introducing Islamic teachings to children is a shared responsibility in Islamic education (Mujtaba & Rosyidin, 2021)(Mulyani et al., 2021). Technological progress has developed rapidly over time, both in developed countries and in developing countries such as Indonesia (Alam & Asimiran, 2021; Chin & Wang, 2021; Kartal et al., 2022; Sukendro et al., 2020). The development of technology for young children in the Alpha generation is said to be very close to technology (Rizkiyah & Ningrum, 2022; Swandhina & Maulana, 2022). In human life, technology has become a basic need for adults and children. It can be seen from the current modern era, especially the development of technology which is increasingly advanced and has a big influence on human life as well as on the world of education (Faisal et al., 2021; Sahin & Yilmaz, 2020). Education is very effective when learning follows developments over time. In the rapidly developing era of globalization, education is required to keep pace with technological developments to improve the quality of

education (Alfadda & Mahdi, 2021; Hasanah & Sukri, 2023; Ketut Sumiati & Ayu Tirtayani, 2021; Konstantinidou & Scherer, 2022). Through education, a nation can focus on improving the quality of human resources who are ready to compete and adapt to changes that occur in the future.

However, the problem currently occurring is the decline in character that occurs in students. Previous research findings also reveal that currently there are still many students who have poor character, such as lack of discipline, bullying and violence (Maghfiroh & Sugito, 2021; Rahmatullah et al., 2022; Rony, 2021; Wahdah & Mujiwati, 2020). Other findings also state that the low character of students is caused by a lack of education regarding the importance of good character for students (Elisa et al., 2019; Ismail et al., 2021; Istiningsih & Dharma, 2021; Khaerunnisa & Muqowim, 2020). It must be acknowledged that the world of Islamic education is currently facing big challenges. The decline in students' morals or character is often a major concern, and this cannot be separated from the results of the educational process carried out by educational institutions, be they schools or madrasas. In this case, the teacher's role as an educator has a significant impact. Teachers have a big role in forming character and morals for students in Islamic education (Aisyah et al., 2021; Munawwaroh, 2019; Towoliu et al., 2020).

The results of observations carried out at Muhammadiyah 2 Sidoarjo Elementary School found that educational institutions adhere to Islamic principles in their educational approach. In general, the learning system at the school still runs conventionally. Therefore, in order to increase the effectiveness of teaching and increase students' understanding of prayer, there is an urgent need to explore learning media that can keep up with the latest technological developments. This is done to help students meet learning understanding standards in accordance with learning objectives. Previous research findings also reveal the importance of digital-based learning media that helps students learn (Gever et al., 2021; Lutfi et al., 2021; Nuryadi et al., 2020; Ridha et al., 2021; Sulasteri et al., 2018). The minimum completion criteria at Muhammadiyah 2 Sidoarjo Elementary School for Islamic Religion Subjects is 85. If they get a score of 85 or more, then the student can be considered to have passed or succeeded in that subject. However, if a student gets a score below 85, it can be categorized as sufficient learning outcomes, or even inadequate. For this reason, there is a big challenge for teachers, especially Islamic Religious Education, so that they can produce optimal and effective learning for students in the era of modern technology.

Teachers are not only transmitters of religious knowledge, but also role models and role models in the practice of religious values. The quality of teaching, approaches to teaching, and teachers' methods in the Islamic Religious Education learning process have a deep influence on students' understanding, appreciation and practice of religion in their lives (Hasbullah & Maksun, 2019; Indrawari & Habiburrahman, 2019; Westomi et al., 2018). Apart from that, understanding and applying innovative and interactive learning methods, including the use of relevant learning media, can also help increase the effectiveness of Islamic education (Adiyono & Jumrah, 2023; Syam, 2019; Zulvawati et al., 2019). With joint efforts, Islamic education can continue to develop and make a positive contribution in shaping the character, morals and spirituality of students, so that they can become individuals with good morals, noble character and positive contributions to society (Awhinarto & Suyadi, 2020; Cahyani & Masyithoh, 2023).

Based on these problems, one solution offered is to develop technology-based learning media. This is also reinforced by previous research findings which state that digital media can help improve student learning outcomes (Blaschke & Hase, 2019; Ghofur, 2022; Nafi'ah et al., 2019; Raihan et al., 2018). Audio and visual-based picture story media can be seen by Islamic education teachers today in learning, as an effective media that can be used in the current technological era. The use of cellphones, computers, laptops and accessing the internet is often done anywhere, whether in cities or rural areas (Lee et al., 2021; Nuryadi et al., 2020; Putri & Sumardi, 2023). Most children use technology as a medium of entertainment, namely by using cellphones only to play games, watch films and listen to songs. If technology is misused it will have a negative impact. So start from an early age to introduce children to the world of technology so that it can be put to good use. Developments in technology help the teaching and learning process well (Díaz-Sainz et al., 2021; Hasan Lubis & Darwis Dasopang, 2020; Khairudin et al., 2019).

The use of audio-visual based picture story learning media as an alternative to facilitate children's learning in the modern era. Audio-visual based image media, such as videos, pictures and sound recordings, can help clearly illustrate the story of the habit of prayer, as well as provide a deeper understanding of the meaning and purpose of the prayer. Previous research findings also reveal that image media can help students learn (Ani, 2018; Lestari et al., 2021; Pujiwisata & Susila, 2020; Sumantri et al., 2017; Udayani et al., 2021). Other research also states that audio-visual media makes it easier for students to learn (Fauziah & Ninawati, 2022; Limin & Kundiman, 2023; Suryani & Seto, 2020). A picture story is an image that is juxtaposed in an arranged way that has a relationship between one and another so that it can provide information to the viewer.

The advantage of the audio and visual based picture story media that will be developed is that audio-visual based picture stories can increase prayer because they visualize and listen to expressions in written form to stories in the form of pictures and sound. Image media as a tool in conveying information that is useful in stimulating students' thoughts, feelings and abilities in their interest in learning (Fitri Zalukhu et al., 2023; Imron,

2022). Picture stories are an interesting and popular medium for children, especially if the story content has a moral message (Aprilia & Rosyidah, 2023). There has been no study regarding Islamic picture story learning media based on audio and visuals in increasing elementary school students' understanding of prayer. Based on this, the aim of this research is to develop audio and visual-based Islamic picture story learning media to improve understanding of prayer for elementary school students. It is hoped that this learning media can help students better internalize the teachings of the Islamic religion, increase their commitment to understanding prayer, and facilitate the development of their spirituality.

2. METHOD

This type of research is development research using the ADDIE model. The ADDIE model consists of analysis, design, development, implementation, and evaluation (Branch, 2009). At the analysis stage, analysis of problems occurring in the field, analysis of student characteristics, and curriculum analysis are carried out. At the design stage, a media design is carried out which will be developed based on the results of the problem findings. At the development stage, audio and visual-based graphic story media products were developed and product validity and practicality were tested. In the implementation phase, the effectiveness of audio and visual-based picture story media products was tested. The evaluation stage is carried out at each stage of development. The product validity test subjects were 1 learning material expert, 1 learning media expert, and 1 learning expert. The subjects for the product trial (product practicality test) were 19 grade III elementary school students.

The methods used to collect data are observation, questionnaires and tests. The observation method is used to collect data regarding problems that occur in the field. The questionnaire method was used to collect data regarding the results of validity tests and the practicality of audio and visual-based Islamic picture story learning media. The test method was used to determine the effectiveness of audio and visual-based Islamic picture story learning products on student learning outcomes. The instruments used to collect data were questionnaire sheets and test question sheets. The instrument grid used is presented in Table 1, Table 2, and Table 3.

Table 1. Learning Material Expert Grid

No.	Indicator
1	Media in accordance with learning objectives
2	Accuracy of story content and material
3	The language used is appropriate to the child's language development
4	Ease of language used in learning media
5	The attractiveness of the packaging of picture story media
6	Appropriate use of illustrations
7	The consistency of presenting the content of the story
8	Clarity in story audio
9	Clarity in delivering material so that it is easy for students to understand
10	Picture story media can be reused in learning

Table 2. Grid of Learning Media Experts

No.	Indicator
1	Display of picture story learning media
2	The suitability of role illustrations in the media with the content of the story
3	Clarity of voice acting in media
4	The attractiveness of the colors used in designing media
5	Ease of language used in the media
6	Clarity in delivering material so that it is easy for students to understand
7	Picture story media can be reused in learning
8	Clarity of story lines in the media
9	The picture story media is in accordance with the learning objectives
10	The attractiveness of picture story media for students

Table 3. Grid of Learning Experts

No.	Indicator
1	Make it easier for teachers to teach, especially improving prayer
2	Help the teacher in delivering the material
3	Media increases students' understanding of improving prayer

No.	Indicator
4	Correspondence between story content and KD
5	The attractiveness of the language used in audio-visual based picture story media
6	The suitability of role illustrations in the media with the content of the story
7	The presentation of audio-visual based picture story media can attract students' attention
8	The accuracy of using audio-visual based picture story media
9	Students are motivated to participate in learning
10	The role of audio-visual based picture story media in learning

The data analysis techniques used in this research are qualitative descriptive analysis, quantitative descriptive analysis and inferential statistics. Qualitative descriptive analysis is used to analyze data in the form of input provided by experts and students. Quantitative descriptive analysis is used to analyze data in the form of scores given by experts and students. Inferential analysis techniques are used to test product effectiveness. Testing the effectiveness of the research product used a design in the form of "Nonequivalent Control Group Design" which involved 2 class groups or 2 groups of research subjects at Muhammadiyah 2 Sidoarjo Elementary School, namely the experimental group (Class III Ibnu Sina) and the control group (Class III Al Farabi). Before intervention or treatment is given, both groups of subjects will take a pretest to evaluate the initial abilities of each group. After the pretest, the experimental group will receive treatment in the form of using audio and visual-based Islamic picture story media, while the control group will undergo conventional learning as usual. After the teaching and learning process is complete, both the experimental class group and the control class group will be given a posttest to measure the effect of using audio and visual-based Islamic picture story learning media to improve elementary school students' understanding of prayer. The hypothesis created above will be tested using statistical analysis. Considering that the research samples came from two different groups of students, the data analysis technique used in this research was the unpaired t-test or independent t-test with a significance level of 5%. The hypothesis is declared accepted if the significance value obtained from the test is <0.05 , conversely the hypothesis is declared rejected if the significance value obtained is >0.05 .

3. RESULT AND DISCUSSION

Result

This research aims to develop audio and visual-based Islamic picture story learning media to improve students' understanding of prayer Muhammadiyah 2 Elementary School in Sidoarjo. This research uses the ADDIE development model. The results of each stage are as follows. First, analyze. The results of the analysis are: The results of observations carried out at Muhammadiyah 2 Sidoarjo Elementary School found that educational institutions adhere to Islamic principles in their educational approach. In general, the learning system at the school still runs conventionally. Therefore, in order to increase the effectiveness of teaching and increase students' understanding of prayer, there is an urgent need to explore learning media that can keep up with the latest technological developments. This is done to help students meet learning understanding standards in accordance with learning objectives. The minimum completion criteria at Muhammadiyah 2 Sidoarjo Elementary School for Islamic Religion Subjects is 85. If they get a score of 85 or more, then the student can be considered to have passed or succeeded in that subject. However, if a student gets a score below 85, it can be categorized as sufficient learning outcomes, or even inadequate. Based on these problems, audio and visual-based Islamic picture story learning media were developed.

Second, Design. At this stage, media design is carried out Audio and visual based Islamic picture story learning. At this stage, we begin to develop audio and visual-based Islamic illustrated story lines. An audio-visual based picture story presents prayer activities. Students can visualize and listen to written expressions in the form of stories in the form of images and sounds. This method combines visual and audio elements in presenting Islamic stories, which not only makes learning interesting, but can help students better understand each stage and meaning of prayer. As for media design audio and visual based Islamic picture story learning is presented in [Figure 1](#).



Figure 1. Media Design Results Audio and Visual Based Islamic Picture Story Learning

Third, Development. At this stage, media development is carried out Audio and Visual Based Islamic Picture Story Learning based on previously developed designs. Apart from that, at this stage, product validity is also tested by learning material experts, learning media experts, and 1 learning expert. After validation was carried out by experts, it was then continued to test the product's practicality by third grade elementary school students. As for the development results Media Audio and Visual Based Islamic Picture Story Learning presented in [Figure 2](#).



Figure 2. Media Development Results Audio and Visual Based Islamic Picture Story Learning

Based on the assessment results from learning material experts, the product developed received a score of 98%, resulting in a very good qualification. The assessment results from learning media experts for the product being developed received a score of 98%, resulting in a very good qualification. The assessment results from learning experts for the product being developed received a score of 98%, resulting in a very good qualification. Next, product trials were carried out on 19 students. The results of the assessment given by the students received a score of 93.55%, resulting in very good qualifications. Based on this, it is concluded that Media Audio and Visual Based Islamic Picture Story Learning has received very good qualifications so it is suitable for use in learning.

Fourth, Implementation. At this stage, Media implementation is carried out Audio and Visual Based Islamic Picture Story Learning to determine product effectiveness. This research uses a quasi-experimental research method involving two class groups, namely the experimental and control classes. The experimental class received treatment in the form of using learning media Islamic picture stories based on audio and visuals, while the control class followed conventional learning without additional treatment. The number of samples in each group was 19 students in the experimental class, and 18 students in the control class, so the total sample studied was 37 students. The data collected was primary data originating from test results, and this data was analyzed using SPSS version 26 statistical software. In order to determine the understanding of prayer by Muhammadiyah 2 Elementary School students in Sidoarjo, a pretest and posttest were carried out. The pretest and posttest results obtained from the experimental class group and control class group are presented in [Table 4](#).

Table 4. Student Test Results

Test	Mark	Experimental Class	Control Class
Pretest	Minimum	80	76
	Maximum	92	92
	Average	86.32	85.11
Posttest	Minimum	84	76
	Maximum	100	92
	Average	91.37	87.56

Based on the pretest results obtained, it is known that the average scores in the experimental class group and the control class group are quite varied. Descriptively, the average pretest score of students in the experimental class group was 86.32 with the highest score being 92, and the lowest being 80. Meanwhile, the average pretest score of students in the control class group was 85.11 with the highest score being 92, and the lowest being 76. It is known that the results of the pretest average scores obtained from the two class groups indicate that before being given treatment, the understanding of prayer in both groups of Muhammadiyah 2 Elementary School students in Sidoarjo tend not to be much different. Apart from that, when referring to the results of the average scores obtained from the pretest results, both the control class and the experimental class showed that the level of ability or understanding of prayer was still relatively low. Therefore, special treatment is needed that can improve the

understanding of prayer in Muhammadiyah 2 Sidoarjo Elementary School students, namely through learning media. Islamic picture stories based on audio and visuals. It doesn't stop there, after being given treatment in the form of learning to use it media Islamic picture stories based on audio and visuals in the experimental class group, and conventional learning processes in the control class group, students will again be given a final test which aims to find out the results of their understanding of prayer. Based on the results of the data tested, students in the experimental class group obtained a posttest average of 91.37 with the lowest score being 84 and the highest with a satisfactory result, namely 100. Meanwhile, students in the control class obtained an average score amounting to 87.56 with the lowest score being 76 and the highest being 92. In the results the average score in both the experimental class group and the control class group tended to increase compared to the condition before treatment was given. Even so, it can be seen that the group of students in the experimental class obtained better posttest results compared to the group of students in the control class. This reflects that there is an increase in scores or an increase in students' understanding of prayer after being given treatment.

The test was continued by analyzing whether the differences between the two groups' averages were significant or not using the independent t-test. However, before testing the assumptions, first find out the distribution of the data used. This assumption test is carried out as a requirement before carrying out a different test. The assumption tests carried out in the research are normality tests and homogeneity tests. Based on the tests carried out, the data carried out or used in the research is data that has a normal distribution because the significance value obtained is > 0.05 . Apart from that, the research data is also homogeneous because the significance value obtained is > 0.05 . Based on these results, this can be tested using the independent t-test. The results of the data analysis above show that in the experimental group and control class the significance value is $0.000 < 0.05$, so it can be concluded that there is a real and significant difference in understanding of prayer before and after being given treatment. These findings provide strong support for the hypothesis proposed in the research, namely that treatment with audio and visual-based Islamic picture story learning media has a positive impact on students' understanding of prayer at Muhammadiyah 2 Sidoarjo Elementary School.

Discussion

The results of data analysis show that Islamic picture story learning media based on audio and visuals is suitable for use in learning. This is caused by several factors, namely as follows. Audio and visual-based Islamic picture story learning media are suitable for use because they increase students' understanding. This indicates that learning methods that involve visual and audio elements in the context of Islamic picture stories are able to increase students' understanding of prayer. Understanding prayer is an inseparable part of Islamic religious practice (Ainia et al., 2021; Hasbullah & Maksun, 2019; Indrawari & Habiburrahman, 2019; Westomi et al., 2018). Learning to pray from an early age is key to developing correct and meaningful worship practices. Understanding prayer is not only about the physical procedures, but also about the meaning of the values contained in the worship. Through Islamic picture story learning media based on audio and visuals, it is easier for students to understand prayer, because it presents pictures accompanied by audio. Previous research findings also state that audio-visual learning media can make it easier for students to understand learning material (Mariyah et al., 2021; Muhibbin et al., 2021; Mutia et al., 2020; Setiawan & Ari Oka, 2020). Other research also reveals that audio-visual media can increase students' learning motivation (Candra Lestari, 2018; Fauziah & Ninawati, 2022; Limin & Kundiman, 2023; Suryani & Seto, 2020). When the media presents characters who have good values and reflect the behavior expected in the practice of prayer, students can more easily identify themselves with these characters, making it easier for students to absorb the meaning of religious lessons. Technology is also a very relevant element in learning media. The use of technology, especially audio and visuals, helps students capture information quickly (Fauziah & Ninawati, 2022; Indrawari & Habiburrahman, 2019; Muhammad, 2022). Technology-based media can provide multisensory experiences, combining visuals, audio, and text, allowing students to process information in a variety of ways (Fujiyanto et al., 2016; Virgiana & Wasitohadi, 2016). Technology also enables interactivity, which can increase student engagement in learning. Thus, technology becomes a powerful tool in creating a more dynamic learning experience.

Second, audio and visual-based Islamic picture story learning media are suitable for use because they increase students' enthusiasm for learning. The use of audio and visual-based Islamic picture story learning media emerged as an interesting and effective solution. This method combines visual and audio elements in presenting Islamic stories, which not only makes learning interesting but increases learning motivation. Having learning media that can attract students' attention can improve the quality of learning and motivate students' learning (Gever et al., 2021; Lutfi et al., 2021; Nuryadi et al., 2020; Ridha et al., 2021; Sulasteri et al., 2018). Other findings also state that media can maintain interest in learning and provide deeper understanding (Alim, 2021; Muhibbin et al., 2021; Setiawan & Ari Oka, 2020). The use of learning media aims to ensure that the message or information conveyed can be received optimally by students as a matter of information (Nomleni & Manu, 2018; Pratama et al., 2018; Suryani & Seto, 2020). This aims to speed up understanding and make it easier for students to obtain information, without waiting for long periods of time which can cause boredom. (Aeni et al., 2023; Indrawari &

Habiburrahman, 2019; Suryani & Seto, 2020). Based on this case, in the application of learning media it becomes a very important means and necessity to ensure quality learning takes place.

Third, audio and visual-based Islamic picture story learning media are suitable for use because they facilitate student learning. An approach that attracts more attention to students and is interactive allows students to be more active and involved in the learning process, speeds up information processing, and allows them to relate concepts to personal experiences (Mariyah et al., 2021; Muhibbin et al., 2021; Mutia et al., 2020; Setiawan & Ari Oka, 2020). Islamic picture story learning media based on audio and visuals shows that methods that are relevant to the modern world can make a significant contribution in increasing students' understanding and interest in religious teachings. The results of other research also say that learning media is very effective and influences everything used by teachers (Virgiana & Wasitohadi, 2016; Zakiah & Wardana, 2019). The results of this research also highlight media elements that make learning more interesting and effective. One of them is the story or plot element in learning media. Exciting story elements are a key component in audio and visual-based Islamic picture story learning media (Wahiddah et al., 2022). Stories that are interesting and relevant to understanding prayer can bring students into a deeper learning experience. In these stories, students can feel how prayer has meaning in everyday life, making them more involved in the learning process. Apart from that, good and inspiring characters in the story also play an important role. The characters in the story help students feel close and connected to the material (Maherah, 2020).

This finding is in line with several previous studies which stated that learning media has proven effective in improving prayer material and can help teachers in delivering the material (Rohaeni et al., 2023; Syahrizar et al., 2023). Other findings also state that learning media can help teachers convey material more effectively and make it easier for them to explain concepts that tend to be difficult for students to understand (Fauziah & Ninawati, 2022; Fujiyanto et al., 2016). Creating and producing learning by utilizing technology, learning can create effective and enjoyable learning (Permadi & Novrianti, 2023; Virgiana & Wasitohadi, 2016). Overall, several studies have found that the presence of learning media that attracts students' attention can improve students' understanding (Dartiara et al., 2021; Fadilla et al., 2023; Novalia & Ramadan, 2023; Rahma et al., 2023). This creates a positive synergy between media-based learning methods and the role of educators in forming students' religious understanding.

The limitation of this research is that this media can only be used for elementary school students. The implication of this research is that the existence of this learning media has a significant influence in improving the quality of students' understanding of prayer services. Students who are given learning using audio-visual based Islamic picture story media have a better understanding than students who are given a conventional teaching and learning process. Use of learning media, especially picture stories Audio and visual-based Islam has a significant role in making it easier for students to explore and improve a more optimal and in-depth understanding of prayer. Therefore, the results of this research emphasize the need to integrate media-based learning methods in the educational process, especially in the context of understanding prayer in elementary school students. With an appropriate approach, educators can create a more dynamic learning environment, motivate students, and help build a strong understanding of religion that is relevant to the times.

4. CONCLUSION

The results of data analysis show that Islamic picture story learning media based on audio and visuals obtains qualifications from experts and students. Apart from that, the results of the t-test show that there is a real and significant difference in understanding prayer between the class group of students who received or received learning using Islamic picture story media and the group of students who underwent a conventional teaching and learning process. It was concluded that the use of visual and auditory-based Islamic picture story learning media was able to significantly increase students' understanding of prayer. The use of audio and visual-based Islamic picture story learning media provided a more interesting learning experience and helped students understand the concept of a better understanding of prayer optimal.

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