

Technology-Based Instructional Media in Islamic Religious Education: Principles to Classroom Application

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ABSTRACT

This article examines technology-based instructional media in Islamic Religious Education (IRE) with attention to classification, pedagogical functions, selection principles, development procedures, and classroom application. The study employs a qualitative literature review approach that synthesizes scholarly discussions on instructional media, digital learning resources, multimedia, and technology-supported Islamic education. The analysis organizes the literature into thematic dimensions covering media characteristics, learner participation, media selection, design and production, implementation, and evaluation. The discussion indicates that instructional media in IRE can include visual, audio, audiovisual, multimedia, and digital resources, with each form serving different instructional purposes. Effective media planning requires alignment among learning objectives, content characteristics, learner needs, instructional strategies, technological conditions, and evaluation procedures. The article proposes a structured framework for selecting and developing media that preserves the pedagogical orientation of IRE while responding to contemporary digital learning environments.

Keywords: Instructional Media; Islamic Religious Education; Digital Learning; Audiovisual Media; Media Development

INTRODUCTION

Instructional media occupies an important position in contemporary Islamic Religious Education because learning activities involve the presentation, interpretation, practice, and reflection of religious knowledge and values. The forms of media available to teachers have expanded from printed materials and static visual aids to audiovisual resources, digital platforms, interactive presentations, instructional videos, and other technology-supported resources. Recent literature on Islamic Religious Education identifies digital learning resources in several formats, including e-books, instructional videos, podcasts, online learning platforms, interactive simulations, educational games, and collaborative forums (Tarida et al., 2025). The diversity of available resources places greater emphasis on pedagogical selection rather than on technology adoption alone. Media can be considered instructional components that require alignment with learning objectives, content, learner characteristics, instructional activities, and classroom conditions.

Visual and audiovisual resources represent two important categories within this broader media environment. The source material distinguishes visual media into several forms, including graphic media, board-based media, three-dimensional media, and printed materials,

while audiovisual media includes static audiovisual presentations and moving audiovisual formats such as video and film. These categories provide different modes of representation for concepts, procedures, narratives, and contextual situations. Digital technology expands these categories through multimedia combinations that can integrate text, images, sound, animation, video, and interactive elements. Contemporary reviews of IRE media similarly describe a broad movement toward digital resources and technology-supported learning environments (Huda et al., 2024; Alam et al., 2026).

The instructional value of media is closely connected with the way teachers organize learning activities around the selected resource. A video, presentation, infographic, textbook, or interactive application represents a medium, while the pedagogical activity determines how learners observe, interpret, discuss, practice, and reflect on the content. Literature on digital IRE emphasizes teacher competence, learner readiness, infrastructure, and contextual considerations in media implementation (Nusantara & Sukandar, 2026; Rahman et al., 2026). The design of media requires attention to both technological characteristics and instructional purposes. The present article examines these dimensions through a literature-based analysis of technology-oriented instructional media in Islamic Religious Education.

Previous studies provide substantial discussion of digital media in IRE, yet the literature presents the topic through different emphases, including media types, classroom utilization, development methodology, learning outcomes, and implementation challenges. Recent systematic and literature reviews identify instructional videos, digital platforms, social media, interactive multimedia, and other digital resources as recurring forms of media in IRE (Asdlori, 2023; Tarsono et al., 2024). Research on digital-media development further highlights systematic stages involving needs analysis, design, production, try-out, and evaluation (Fitriyanti et al., 2026). This article brings these strands into one analytical framework that connects classification, selection, development, and classroom application. The discussion is intended to clarify how technology-based media can be positioned within sound instructional planning for IRE.

METHOD

This study employed a qualitative literature review approach to examine the role, characteristics, classification, and pedagogical application of instructional media in Islamic Religious Education (IRE). The literature review was selected as the methodological framework for synthesizing scholarly discussions concerning visual media, audiovisual media, digital learning resources, and technology-supported instruction in IRE. The study focused on

recurring concepts related to media functions, media selection, instructional use, learner participation, and pedagogical considerations. The analysis was organized thematically to develop an integrated account of instructional media within contemporary Islamic Religious Education. This approach positioned published scholarship as the primary source of analytical evidence and maintained a distinction between findings reported in previous studies and the interpretation developed in the present review.

The literature was identified through searches of scholarly journal articles, books, and relevant academic publications addressing instructional media and Islamic Religious Education. Priority was given to publications discussing the classification, design, selection, implementation, evaluation, or pedagogical use of visual, audiovisual, multimedia, and digital media. Recent publications were considered alongside established theoretical works to provide conceptual continuity and contemporary context. Studies were retained when their scope was relevant to instructional media, digital learning, multimedia, or IRE and when sufficient bibliographic and conceptual information was available for analysis. Publications that did not address instructional or pedagogical dimensions of media were excluded from the thematic synthesis.

Data analysis followed a thematic content-analysis process. Relevant information was extracted from selected sources and organized into analytical categories covering media classification, instructional functions, learner participation, application strategies, strengths and limitations, and implementation considerations. Similar concepts were compared across sources and grouped into broader themes representing recurring patterns in the literature. The synthesis emphasized the relationship between media characteristics and the instructional purposes for which a medium can be used. Interpretive statements were formulated from converging and diverging discussions in the literature, with attention to the specific context of Islamic Religious Education.

The methodological procedure consisted of four broad stages: identification of relevant literature, screening and selection, thematic extraction, and synthesis of findings. The identification stage focused on keywords associated with Islamic Religious Education, instructional media, visual media, audiovisual media, digital learning resources, and multimedia learning. The screening stage considered topical relevance, publication quality, bibliographic clarity, and alignment with the research focus. The extraction stage recorded major concepts, media types, pedagogical functions, and implementation considerations reported in each source. The synthesis stage integrated the extracted information into a structured discussion of technology-based instructional media for Islamic Religious Education.

RESULT AND DISCUSSION

1. The Concept and Role of Technology-Based Instructional Media

Technology-based instructional media can be understood as learning resources that employ digital or technology-supported formats to present, organize, communicate, or reinforce instructional content. In IRE, such media may take the form of digital presentations, instructional videos, interactive multimedia, online platforms, digital texts, podcasts, educational games, and other resources. Recent literature identifies several digital learning-resource categories in IRE, including e-books, videos, podcasts, online platforms, interactive simulations, educational games, and collaborative forums (Tarida et al., 2025). The range of formats indicates that technology-based media is not limited to one application or device. Its instructional function depends on how the resource is connected to learning objectives and learner activities.

Instructional media has several pedagogical functions within IRE. Visual resources can present concepts, relationships, classifications, symbols, maps, timelines, and other forms of information that benefit from spatial or graphic representation. Audio resources can support explanation, narration, pronunciation, reflection, and listening activities. Audiovisual and multimedia resources can combine several representational modes within one learning sequence. Recent studies of digital media in IRE describe interactive multimedia, instructional videos, animations, e-learning platforms, artificial intelligence applications, and social media as forms of technology-supported educational resources (Alam et al., 2026).

2. Classification of Instructional Media

The source material presents a broad classification of instructional media that includes visual, audio, and audiovisual forms. Visual media may include graphic resources, board-based media, three-dimensional objects, and printed materials. Graphic resources can include photographs, diagrams, charts, posters, maps, and illustrations, while printed media can include textbooks, comics, newspapers, and magazines. Audiovisual media can be divided into static audiovisual forms, such as slides accompanied by narration or sound, and moving audiovisual forms, such as instructional videos and films. This classification remains useful for IRE because different forms provide different representational possibilities.

Visual media is particularly relevant for content requiring comparison, categorization, sequence, or spatial representation. Maps can support historical and geographical topics, diagrams can represent conceptual relationships, and illustrations can clarify abstract ideas

through concrete representation. Printed materials provide sustained access to explanations, examples, exercises, and references. The source material identifies textbooks as structured instructional resources that can support independent learning and teacher guidance, while newspapers and magazines can provide contextual materials for reading and discussion. Digital versions of these resources can extend access while retaining the underlying instructional functions.

Audiovisual media introduces sound and moving images into instructional communication. Static audiovisual resources may combine text or still images with narration, music, or other sound elements. Moving audiovisual resources can represent processes, demonstrations, historical scenes, simulations, and narrated explanations. Video-based learning research has identified visual, audio, textual, learner-activity, interactive, production, and instructional-design features as relevant dimensions of video design. IRE teachers can consider audiovisual media as a structured learning resource rather than simply as an entertainment format.

3. The 5P Principle and Learner Participation

The source material emphasizes a 5P principle consisting of preparation, presentation, participation, practice, and performance. The framework places learner activity within the instructional process rather than treating media as a stand-alone component. Preparation introduces the topic and prepares learners to engage with the material. Presentation provides the main content through an appropriate medium, while participation invites learners to respond, discuss, ask questions, or complete guided activities. Practice provides opportunities to apply the material, and performance allows learners to demonstrate understanding through an observable task.

The 5P framework provides a practical structure for technology-based IRE lessons. During preparation, teachers can use a short image, question, quotation, or introductory video segment to establish the learning focus. During presentation, teachers can use slides, videos, digital texts, or other media to communicate the main content. Participation can involve discussion forums, digital questions, group interpretation, or collaborative tasks. Practice and performance can include simulations, presentations, written responses, demonstrations, or reflective tasks that require learners to use the material.

Learner participation is particularly important when digital media is used. Interactive features can provide opportunities for learners to make choices, answer questions, annotate information, discuss content, or produce responses. A systematic literature review of digital

IRE resources identifies learner engagement and digital learning design as important dimensions of technology-supported instruction (Huda et al., 2024). Media should therefore be integrated into activities that require meaningful learner responses. The 5P framework provides a useful bridge between media presentation and active learning.

4. Principles of Media Selection

Media selection requires consideration of learning objectives, content characteristics, learner characteristics, instructional strategy, technological availability, accessibility, and practical conditions. The source material emphasizes effectiveness and efficiency as important principles in media selection. A medium needs to support the intended learning task within realistic constraints of time, effort, cost, and classroom conditions. A technologically complex medium is not automatically more appropriate than a simpler medium. The relevant criterion is the suitability of the medium for the learning objective and the characteristics of the learners.

Learning objectives provide an initial reference for media selection. Conceptual objectives may be supported by diagrams, presentations, digital texts, or explanatory videos, while procedural objectives may require demonstrations, simulations, or moving images. Attitudinal and value-oriented objectives may require scenarios, narratives, reflective prompts, or discussion-based media activities. The source material recommends identifying objectives, learner characteristics, context, and content needs before choosing the medium. Recent research on IRE media similarly emphasizes the alignment of technology, pedagogy, teacher readiness, learner characteristics, and classroom context (Widodo, 2024; Rahman et al., 2026).

Accessibility represents another consideration in digital media selection. Teachers need to examine device availability, internet access, audio quality, screen visibility, file size, platform compatibility, and opportunities for repeated access. Digital media may be useful in one classroom and difficult to implement in another classroom with different infrastructure. Research on digital IRE identifies infrastructure, teacher competence, and implementation conditions among recurring considerations in technology-supported instruction (Gibraltar & Hafidz, 2025). Media planning needs to include realistic consideration of the learning environment.

5. Needs Analysis and Learner Characteristics

Needs analysis provides a foundation for instructional media development and selection. The process involves identifying learning objectives, learner characteristics, content requirements, classroom context, and available resources. Learner characteristics can include age, prior knowledge, literacy, digital familiarity, learning preferences, and access to

technology. The source material places needs analysis at the beginning of media development and connects it with the identification of learning objectives and contextual requirements. This stage provides information for determining the appropriate format, level of complexity, language, and interaction pattern of the media.

Learner characteristics are particularly important in IRE because students encounter conceptual, procedural, historical, ethical, and value-oriented content. A younger learner may require concrete visual representation and shorter instructional sequences, while an older learner may work with more complex texts, analytical cases, and interactive resources. Digital familiarity can influence how quickly learners navigate an application or platform. The literature on digital learning resources in IRE presents multiple formats that can be selected according to instructional needs rather than technological novelty alone (Tarida et al., 2025).

Needs analysis can be translated into a media specification. The specification may include learning objectives, target learners, content scope, media type, duration, interaction design, assessment method, and technical requirements. Teachers can use the specification to compare several possible media formats before production. Development studies of digital IRE media emphasize systematic analysis and design before production (Fitriyanti et al., 2026). The approach provides a practical basis for producing media that remains focused on instructional purposes.

6. Design and Development of PAI Instructional Media

Media development requires a sequence of design decisions before production begins. The source material identifies stages including needs analysis, objective setting, material and strategy selection, media selection, design, production, try-out, and evaluation. Storyboards or preliminary sketches can be used to organize text, images, audio, animation, and interaction before the final media is produced. This process is relevant to digital presentations, videos, interactive modules, and multimedia resources. Systematic development provides opportunities to check the consistency between content, representation, navigation, and learning activities.

Design decisions need to reflect the characteristics of the selected medium. A presentation requires attention to slide structure, typography, image selection, narration, and sequencing. A video requires attention to script, visual composition, audio quality, duration, editing, and learner activity. An interactive resource requires attention to navigation, feedback, response options, and accessibility. Recent research on technology-based IRE media

development identifies methodological procedures that include analysis, design, development, implementation, and evaluation (Fitriyanti et al., 2026).

Content accuracy remains an essential dimension of IRE media development. Religious concepts, Qur'anic references, Hadith, historical narratives, terminology, and examples need to be presented with appropriate scholarly care. Visual and audiovisual design needs to support the content without replacing the role of explanation and interpretation. The development process can include expert review of content and media quality before classroom use. Such review provides a structured opportunity to examine conceptual accuracy, language, usability, visual clarity, and instructional alignment.

7. Production, Try-Out, and Evaluation

Production converts the instructional design into a usable learning resource. The source material mentions tools such as Canva, PowerPoint, and Articulate Storyline as examples of software that can be used in media production. The choice of software should follow the required instructional features rather than determine the instructional design. Production needs to maintain consistency between the planned storyboard and the final resource. Technical quality can be reviewed through checks of text readability, image clarity, audio intelligibility, navigation, file compatibility, and duration.

Try-out provides an opportunity to examine the usability of media in an actual or simulated learning context. A small group of learners can interact with the media while the teacher observes comprehension, engagement, navigation, and technical difficulties. Feedback can be collected through observation, questionnaires, interviews, or learner tasks. Development studies in IRE frequently position try-out and evaluation as stages for examining practicality and instructional suitability (Fitriyanti et al., 2026). The information obtained from try-out can inform revisions before broader classroom implementation.

Evaluation needs to cover both media quality and learning use. Media quality can include content accuracy, visual design, audio quality, navigation, accessibility, and technical performance. Learning use can include learner participation, task completion, comprehension, reflection, and performance. Recent systematic reviews of digital and conventional IRE media identify effectiveness, implementation conditions, and learning outcomes as important areas of evaluation (Rahman et al., 2026). A comprehensive evaluation framework can combine expert judgment, learner response, teacher observation, and learning-task evidence.

8. Classroom Application in Islamic Religious Education

Technology-based media can be applied across several areas of IRE, including Aqidah, Fiqh, Akhlaq, Qur'an and Hadith, and Islamic Cultural History. In Aqidah, diagrams, concept maps, explanatory videos, and digital texts can support conceptual organization and structured discussion. In Fiqh, demonstrations, procedural videos, illustrations, and interactive sequences can present steps that learners need to observe and practice. In Akhlaq, scenarios, short videos, narratives, and reflective prompts can support discussion of behavior and ethical choices. In Qur'an and Hadith, digital texts, recitation audio, pronunciation resources, and visual annotation can support reading and interpretation activities.

Islamic Cultural History offers opportunities for timelines, maps, photographs, archival materials, documentary segments, and digital storytelling. Such media can help learners organize chronology and identify relationships among people, places, events, and cultural developments. The selection of historical visuals requires attention to source credibility and contextual accuracy. Digital learning resources in IRE have been described as including videos, e-books, online platforms, and other formats that can support diverse content areas (Tarida et al., 2025). Classroom application remains dependent on the teacher's instructional design and the learners' engagement with the selected material.

Technology-based media can be integrated with conventional resources rather than treated as a complete replacement for them. A teacher may combine a textbook, infographic, video, discussion, and written reflection within one learning sequence. Recent work on Islamic education media emphasizes the complementary use of conventional and digital resources within curriculum implementation (Adilla et al., 2026). Such integration permits teachers to select the most appropriate representation for each learning task. The central concern remains instructional coherence across objectives, media, activities, and assessment.

9. Challenges and Pedagogical Considerations

Technology-based IRE media presents several practical and pedagogical considerations. Infrastructure differences can affect access to devices, internet services, electricity, and digital platforms. Teacher competence influences the ability to select, adapt, produce, and evaluate digital media. Learner digital literacy influences navigation, information evaluation, participation, and responsible media use. Recent studies of digital IRE continue to identify teacher readiness, infrastructure, digital literacy, and contextual implementation as important considerations (Gibraltar & Hafidz, 2025; Nusantara & Sukandar, 2026).

Content governance is another consideration in digital IRE. Online materials can vary in quality, authorship, interpretation, and contextual relevance. Teachers need to evaluate sources before incorporating them into instructional materials. Digital resources that present religious content require attention to textual accuracy, scholarly credibility, language, and pedagogical suitability. Media literacy in IRE includes the ability to operate technology and the ability to evaluate and use digital religious information responsibly.

Another consideration concerns the balance between technological features and instructional clarity. Excessive animation, sound effects, decorative elements, or complex navigation can distract from the intended learning task. A visually attractive medium may still require revision when the content is difficult to read or the learner activity is unclear. Video-based learning research highlights instructional design, learner activity, visual features, audio features, and interactive features as dimensions that need coordinated attention. Effective IRE media can be characterized by purposeful design, clear content, appropriate interaction, and contextual suitability.

10. An Integrated Framework for Media Selection and Development

An integrated framework for technology-based IRE media can be organized into five connected dimensions: objective, learner, content, medium, and evaluation. The objective dimension identifies what learners are expected to know, understand, practice, or demonstrate. The learner dimension considers age, prior knowledge, digital familiarity, accessibility, and learning context. The content dimension examines the nature of the material and the form of representation required. The medium dimension selects the most suitable visual, audio, audiovisual, multimedia, or digital resource, while the evaluation dimension examines usability, participation, understanding, and performance.

The framework can be implemented as a cyclical process rather than a single selection decision. Teachers begin with learning objectives and learner needs, analyze content, compare media options, design the resource, implement it in learning activities, and evaluate the results of the media use. Feedback from learners and teachers can inform subsequent revisions. This cycle corresponds with the systematic development stages described in the source material and with recent literature on digital IRE media development (Fitriyanti et al., 2026). The framework places instructional purpose at the center of technology use.

The integrated approach provides a basis for maintaining the educational character of Islamic Religious Education within digital environments. Technology can expand the forms of representation available to teachers, while pedagogical planning determines the educational

meaning of each resource. Visual, audio, audiovisual, and digital media can be positioned as complementary components within a coherent learning sequence. Recent literature on IRE digital resources demonstrates the breadth of available formats and the continuing need for contextual selection (Tarida et al., 2025; Alam et al., 2026). The framework supports media use that is purposeful, participatory, accessible, and consistent with the objectives of Islamic Religious Education.

CONCLUSION

Technology-based instructional media provides a broad range of options for Islamic Religious Education, including visual, audio, audiovisual, multimedia, and digital resources. The literature indicates that these media forms have different representational and instructional characteristics that need to be considered during planning. Media selection requires attention to learning objectives, learner characteristics, content, instructional strategy, accessibility, technological conditions, and evaluation. The 5P framework offers a practical structure for connecting preparation, presentation, participation, practice, and performance within media-supported learning. Systematic development through needs analysis, design, production, try-out, and evaluation provides a coherent pathway for preparing instructional media.

The application of technology-based media in IRE is best positioned within an integrated pedagogical framework. Digital resources can complement textbooks, teacher explanation, discussion, practice, and reflection rather than operate as isolated technological products. The quality of media depends on the alignment among content, representation, learner activity, technical usability, and assessment. Teachers require sufficient competence to select, adapt, evaluate, and develop media according to the context of their learners. Future studies can examine specific media formats through empirical classroom research, including learner engagement, accessibility, learning performance, and long-term pedagogical use.

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