CREATIVE AND INNOVATIVE AUDIOVISUAL-BASED LEARNING METHODS TO ENHANCE CONCENTRATION AND DISCIPLINE IN FIQH

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ABSTRACT

This study is motivated by the lack of student concentration and discipline during the learning process. The research aims to: 1) identify the basic considerations of teachers in implementing creative and innovative learning methods in Fiqh subjects at MI Terpadu Mutiara Assyifa, Bengkulu City; 2) explore how these methods are applied to foster concentration and discipline; 3) examine the supporting and inhibiting factors in the use of audiovisual-based learning methods to enhance concentration and discipline; and 4) evaluate the implementation of these methods. This study employs a descriptive qualitative approach, using data collection techniques such as interviews, observation, and documentation. Data were analyzed through the processes of data reduction, data display, and conclusion drawing. The findings reveal that: 1) teachers consider the learning material, student characteristics, time allocation, and learning objectives when selecting teaching methods; 2) methods such as lectures, question-and-answer sessions, repetition, and praise help improve student concentration; 3) discipline is developed through habituation, role modeling, rewards, and punishments; and 4) supporting factors include teacher competence, availability of facilities, and student motivation, while inhibiting factors include inadequate infrastructure and limited resources. This study highlights the importance of integrating audiovisual media into innovative learning strategies to enhance both cognitive engagement and character development, particularly in Fiqh education.

Keywords: Creative and Innovative Learning Methods, Audiovisual Media, Concentration and Discipline Learning.

INTRODUCTION

This research is motivated by the lack of concentration and discipline in students' learning, particularly in the context of Fiqh education at MI Terpadu Mutiara Assyifa in Bengkulu City. The implementation of creative and innovative learning methods is essential in addressing these issues and ensuring that students are engaged and disciplined throughout the learning process. Creative and innovative approaches are designed to foster 21st-century skills, including creativity, critical thinking, collaboration, communication, and problem-solving, which are essential for preparing students to face future challenges (Saavedra & Opfer, 2012). These skills are becoming increasingly important in a rapidly evolving educational landscape.

The goal of education is to produce behavioral changes in students as a result of their learning experiences. Educational goals span from national objectives to institutional and instructional goals. To achieve these educational objectives, it is necessary to employ effective learning methods. The use of creative and innovative methods has become crucial in achieving

the desired educational outcomes, particularly by improving students' concentration and discipline during lessons. According to the Qur'an (Surah An-Nahl: 125), learning should be conducted with wisdom and sound advice, which are essential components of successful education.

Learning is defined as an activity that involves both the teacher and the students in the classroom. However, for learning to be effective, it must be supported by systematic efforts to maximize available learning resources. In the classroom context, teachers must design learning activities that are engaging, well-structured, and conducive to achieving learning objectives. According to Dewey (2017), the goal of education is not only to transfer knowledge but also to create an environment that encourages students to actively engage and reflect on their learning.

Teachers must be able to identify their students' needs and select appropriate teaching methods. In this regard, creative and innovative teaching methods are essential for helping teachers develop their competencies and improve their effectiveness as educators. This is particularly true when working with diverse student populations. Additionally, the use of media, including audiovisual materials, plays a crucial role in facilitating learning. Audiovisual media acts as a bridge between teachers and students, making learning more accessible and engaging (Mayer, 2019).

Audiovisual media, which combine both audio and visual elements, have become a valuable tool in modern education. It enhances the delivery of instructional material and provides students with more engaging and interactive learning experiences. As stated by Arsyad (2014), audiovisual media can transform abstract concepts into tangible and relatable experiences, thus improving students' understanding. By utilizing audiovisual media, teachers can deliver more comprehensive and engaging presentations of the material, making learning more enjoyable and effective.

Several previous studies have examined the impact of audiovisual media on student learning outcomes. For example, Polem (2020) conducted a study in Special Learning Boards (SLBs) and found that the use of visual media effectively helped students, especially those with hearing impairments, focus and engage in the learning process. Similarly, Jesika (2019) found that the use of audiovisual media in arts education significantly increased student motivation and performance. However, most of these studies focus on specific subjects or special needs contexts, and they tend to examine audiovisual media as an isolated instructional tool rather than as part of a broader, integrated pedagogical strategy.

This study fills an important gap by exploring how audiovisual films are integrated into creative and innovative teaching methods, specifically within Fiqh classes. This subject involves

complex abstract concepts and moral reasoning. Unlike prior research, which primarily measures outcomes such as motivation or general performance, this study investigates how audiovisual media can be strategically integrated with traditional teaching approaches to enhance student concentration and discipline, two crucial factors in the success of religious education. This contextual focus on Islamic studies offers new insights into how multimedia can support character development and cognitive engagement in moral and spiritual learning.

The novelty of this research lies in its emphasis on the dual function of audiovisual media: not only as a means to enhance cognitive understanding but also as a tool for shaping behavior and promoting discipline in the classroom. By positioning audiovisual media within a broader framework of pedagogical innovation—supported by teacher competence, structured routines, and religious values—this study contributes a more holistic perspective to the existing body of literature. It offers practical implications for educators in similar learning environments.

This research also builds upon the work of Gabriela (2021), who examined the impact of audiovisual-based learning media on the academic performance of elementary school students. Gabriela's findings suggest that such media have a positive impact on students' learning outcomes, with a significant increase in performance. In contrast to previous studies, the current research investigates the impact of audiovisual media specifically in Fiqh education for regular students, with an emphasis on concentration and discipline in a classroom with a larger number of students.

LITERATURE REVIEW

1. **Creative and Innovative Learning Methods**

   a. **Definition of Learning Methods**

   Creative and innovative learning methods are grounded in the constructivist learning theory introduced by Jean Piaget and Lev Vygotsky. Learning is considered successful when there is a change in behavior, such as when a student goes from not understanding to understanding. This theory evolved from behaviorism, which emphasizes observable changes in behavior resulting from interactions between stimuli and responses. Behaviorism focuses on the role of external stimuli in shaping individual responses, emphasizing the use of reinforcement and punishment to foster desired behavior (Watson, 2020). On the other hand, humanistic learning theory, which focuses on personal development and humanization, puts students at the center of learning, emphasizing meaningful learning experiences that are relevant to everyday life (Rogers, 2018).

Cognitive learning theory, introduced by Piaget, Jerome Bruner, Ausubel, and Robert M. Gagne, emphasizes the significance of mental processes, including information processing, memory, and comprehension, in the learning process. This theory emphasizes learning activities over outcomes because learning occurs through active mental processes, which are crucial for knowledge construction (Schunk, 2012). Eventually, the constructivist theory emerged, emphasizing that learning involves building understanding based on an individual's context and experiences. Therefore, learning methods must be tailored to students' interests, talents, and learning styles to help them construct their understanding effectively (Perry, 2021).

b. Creative and Innovative Learning Methods

Creativity in education refers to the ability to generate new or innovative ideas. Creative learning involves the ability to imagine, innovate, and perform artistic tasks. Creativity, according to Mel Rhodes, is a phenomenon where a person communicates a new concept that is generated through a mental process to meet needs influenced by ecological pressures (Rhodes, 2017). In teaching, creativity is essential for developing diverse learning activities, creating learning tools, utilizing the environment, and managing classrooms and resources. According to McLeod (2018), innovation in learning refers to the introduction of new methods, materials, or technologies that provide a better and more engaging experience for students. These innovative approaches aim to stimulate critical thinking, collaboration, and creativity in students, making them more prepared for future challenges.

2. Types of Creative and Innovative Learning Methods

A wide variety of learning methods are available, allowing teachers to choose the most suitable ones for their teaching context. Zainal and Ali's work (2019) categorizes these methods into two major groups: the first group includes methods like audiovisual, lecture, demonstration, experiment, discussion, inquiry, and group work. The second group features methods like questioning and answering, tutorials, repetition, elaboration, and computer-assisted learning. These methods can be tailored to suit the subject matter, students' needs, and classroom dynamics (Zainal & Ali, 2019).

3. Audiovisual Media in Learning

a. Definition of Audiovisual Media

Audiovisual media refers to the combination of audio and visual elements to deliver content. This form of media plays a crucial role in modern education, as it supports

visual and auditory learning, making lessons more engaging and accessible. According to Hermawan (2019), audiovisual media align well with technological advancements, providing a comprehensive approach to presenting learning materials. Cahyadi (2020) highlights that audiovisual media help students understand abstract concepts by providing precise, visual representations, enhancing comprehension.

b. Types of Audiovisual Media

Audiovisual media come in two primary forms: static audiovisual, which includes media such as sound film frames and printed materials with audio, and dynamic audiovisual, which includes moving images and sound, such as films and video recordings. These media types can enhance learning by providing interactive and engaging content that holds students' attention (Kassim, 2020).

c. Benefits of Audiovisual Media

Audiovisual media offer numerous benefits in education, including overcoming geographical and temporal constraints, providing repeated exposure to content for clarity, and enhancing students' critical thinking and imagination (Chotib, 2021). It also facilitates a better understanding of abstract concepts, making learning more relatable and accessible. According to Ely (2020), the use of audiovisual media enhances learning speed, promotes more individualized education, and facilitates a more scientific and well-organized teaching approach.

4. Student Concentration and Discipline

a. Definition of Student Concentration

Concentration refers to the ability to focus on the learning material. Students need to concentrate in order to grasp the concepts, theories, and questions presented during lessons. Without concentration, students will fail to absorb the content being taught, which can hinder their learning progress. Moffat (2021) states that student concentration is directly related to their engagement in the learning process and that maintaining focus leads to better academic outcomes.

b. Indicators of Student Concentration

Some indicators of concentration include attentiveness to the material, responsiveness to the teaching process, and the ability to apply learned knowledge effectively. Students who remain engaged and exhibit these behaviors are more likely to understand and retain the information being taught (Miller, 2019).

c. Discipline in Learning

Discipline refers to self-control and adherence to rules and regulations. In the context of learning, it means following the guidelines set by the teacher, staying on task, and maintaining focus during lessons. Discipline is crucial for creating a conducive learning environment and achieving academic goals (Smith & Johnson, 2020).

METODOLOGY

This study employs a qualitative research approach, which is used to explore the natural conditions of the research subjects, with the researcher acting as the key instrument. In qualitative research, data collection is conducted through triangulation, where multiple sources and methods are employed to ensure the validity of the data. The analysis is inductive, meaning that it is based on the facts discovered during fieldwork, which are then constructed into hypotheses or theories. As stated by Creswell (2014), qualitative research focuses on understanding the meanings that participants give to their experiences, rather than generalizing findings to a larger population. This method is suitable for gaining in-depth insights into the subject matter, allowing for a comprehensive understanding of the research problem.

The research was conducted at MI Terpadu Mutiara Assyifa, located in Bengkulu City, from March 10, 2025, to April 10, 2025. The primary informants of the research are the Fiqh teacher and the fifth-grade students at MI Terpadu Mutiara Assyifa. In contrast, the secondary informants include the Headmaster, the Vice Principal of Curriculum, and relevant documents from the school. For data collection, this study employs three primary methods: interviews, observations, and documentation. The interviews conducted in this study are structured, where the researcher prepares a set of predetermined questions to ask the Fiqh teacher, the headmaster, and the students. According to Kvale (2015), structured interviews allow for consistent and comparable data collection across different participants.

Observations are another data collection method employed in this study. Observations are carried out by directly monitoring the Fiqh teacher and students during the learning process, mainly when audiovisual media is used. As noted by Yin (2018), observation is crucial in qualitative research as it allows the researcher to gather contextual information about the behavior and interactions of the participants. Lastly, documentation is used to collect supplementary data such as photos, videos, and audio recordings related to the learning activities and the use of audiovisual media.

To ensure the validity of the data, triangulation is applied in this research. Triangulation involves comparing data from different sources, methods, and time points to verify the consistency of the findings (Patton, 2015). Specifically, triangulation with sources enables cross-

checking of information obtained from interviews with data gathered through observations and documents. Triangulation, as discussed by Miles and Huberman (2019), ensures that findings are consistent when using different data collection techniques. Additionally, triangulation with theory is applied by comparing the findings with existing educational theories to validate the results.

Data analysis in this research follows the interactive model proposed by Miles and Huberman (2019), which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction involves selecting relevant data and eliminating irrelevant information. The data is then displayed in a way that makes it easier to analyze, often through summaries or visual representations. Finally, the researcher draws conclusions based on the analyzed data and verifies these conclusions through triangulation to ensure accuracy and reliability.

RESULT AND DISCUSSION

1. Basic Considerations for Selecting Creative and Innovative Teaching Methods in Fiqh Education for Fifth Grade Students at MI Terpadu Mutiara Assyifa, Bengkulu City

The government-set curriculum primarily guides the selection of teaching methods in the learning process. The Ministry of Education and Culture (Kemendikbudristek) has officially established the Merdeka Curriculum as the national curriculum. This curriculum promotes flexibility in teaching approaches, enabling teachers to employ creative methods while aligning with educational objectives. According to Mrs. Rulita, the school principal, MI Terpadu Mutiara Assyifa is using the Merdeka Curriculum but adjusts the approach based on the learning goals:

> "Alhamdulillah, our school uses the Merdeka Curriculum, but we adjust it based on the learning objectives. The methods used are as creative as possible, such as using media to engage students in the learning process."

This reflects the school's commitment to creating an engaging and effective learning environment while adhering to the national educational framework.

In terms of curriculum implementation, teachers are encouraged to be flexible and creative in their approach. The principal explained that the use of media, such as infocus projectors, is essential in making lessons more engaging for students.

> "Using media such as an Infocus helps us teach. It attracts the students' attention and keeps them engaged in the lesson."

This suggests that MI Terpadu Mutiara Assyifa values the integration of technology in the classroom to support creative teaching methods. The use of audiovisual aids makes the

learning process not only more engaging but also more effective in terms of student participation and understanding of the material.

Moreover, the school invests in training programs for teachers to ensure that they are equipped with the latest tools and methods in teaching. According to Mrs. Rulita, teachers at MI Terpadu Mutiara Assyifa participate in training every semester.

> "Every semester, we have a training session where we invite experts to provide teachers with insights into new media and teaching techniques."

This continuous professional development ensures that teachers are well-prepared to implement creative and innovative teaching methods, which enhances the overall quality of education. The school's commitment to fostering teacher creativity through regular training contributes significantly to the success of the teaching methods employed.

2. **Creative and Innovative Teaching Methods for Building Student Concentration at MI Terpadu Mutiara Assyifa, Bengkulu City**

The research found that creative and innovative teaching methods significantly improve student concentration. Teachers at MI Terpadu Mutiara Assyifa use a combination of lecture methods, question-and-answer sessions, and audiovisual media to capture students' attention. Mrs. Rafikah, the Fiqh teacher, emphasized the importance of audiovisual media in helping students maintain focus:

> "Using audiovisual media such as Infocus makes it easier for me to explain the material. The students are more engaged and focused on the screen, which makes it easier for them to understand the lesson."

This confirms that when teachers combine traditional methods with modern technology, students' concentration levels increase, as they are more likely to stay engaged with the content.

The integration of media, such as videos and images, into lessons allows students to visualize abstract concepts, making the learning process more tangible and comprehensible. As part of the learning process, the teacher shows a video of the Umrah pilgrimage, explaining the steps involved in the pilgrimage.

> "After showing the video about Umrah, I immediately guided the students to practice it. This way, they can relate to what they have seen."

Added Mrs. Rafikah. This method not only enhances students' understanding but also helps in making abstract concepts more relatable and memorable. The combination of visual learning with practical application allows students to solidify their understanding of complex topics.

According to the theory of student concentration, the ability to focus on the lesson is influenced by both internal and external factors. Teachers employ a range of strategies to maintain student concentration during lessons, including interactive questioning and utilizing media to enhance the learning experience. Mrs. Penti, a teacher at MI Terpadu Mutiara Assyifa, also highlighted that combining media with traditional methods, like question-and-answer sessions, helps maintain a lively classroom environment:

> "By using audiovisual media, students are more motivated, engaged, and focused. After watching the video, I ask them questions, and this interaction keeps the class active and engaged."

This approach not only enhances student concentration but also encourages participation, creating a dynamic and interactive classroom environment where students remain attentive throughout the lesson.

3. **Creative and Innovative Teaching Methods for Building Student Discipline at MI Terpadu Mutiara Assyifa, Bengkulu City**

Creative and innovative teaching methods also play a crucial role in instilling discipline among students. In addition to focusing on concentration, the research shows that teachers at MI Terpadu Mutiara Assyifa implement various strategies to promote discipline. These include the use of positive reinforcement, role modeling, and routine activities to encourage responsible behavior. The school principal, Mrs. Rulita, emphasized the importance of setting a good example:

> "As teachers, we must set an example for the students. Our actions, from arriving early to greeting the students, teach them discipline."

This approach ensures that students understand the importance of punctuality, responsibility, and proper behavior, which are key aspects of discipline in school and beyond.

In addition to role modeling, teachers at MI Terpadu Mutiara Assyifa use rewards and punishments as tools to reinforce discipline. Mrs. Rafikah, a Fiqh teacher, described how discipline is enforced through daily routines and the implementation of consequences for tardiness:

> "We give small punishments, such as cleaning the classroom or writing short surahs from the Quran. These actions teach students responsibility and discipline."

This use of appropriate punishment, alongside positive reinforcement, helps students understand the importance of adhering to rules and regulations, both inside and outside the classroom.

Furthermore, the integration of routine activities, such as group prayers and reciting Surah Yasin, helps foster a sense of discipline in students. "We have daily routines like Dhuha prayer and group prayer during lunchtime," said Mrs. Rulita. These activities instill discipline in students, encouraging them to maintain good habits both in school and at home. The focus on instilling discipline through both academic and religious activities helps students develop a well-rounded character, which is essential for their growth and development.

4. Supporting and Hindering Factors for the Use of Creative and Innovative Teaching Methods in Fiqh Education

The research identified several factors that support and hinder the effective implementation of creative and innovative teaching methods. Supporting factors include:

a. Teacher Competence: Teachers who are well-trained in the use of various teaching methods, including audiovisual media, are more capable of managing the classroom and engaging students effectively.

b. Teaching Media: The availability of teaching aids such as infocus, laptops, speakers, and other media facilitates creative and innovative teaching.

c. Student Motivation: Students with a high level of motivation are more engaged in learning, especially when methods and media are tailored to their interests.

d. Classroom Environment: A comfortable classroom, with motivational posters and a conducive learning atmosphere, enhances student focus and discipline.

On the other hand, hindering factors include:

a. Limited Resources: Although audiovisual media are available, their usage is sometimes restricted due to the limited number of devices.

b. Class Schedule: Late-afternoon lessons, particularly before lunchtime, can cause students to lose focus or feel tired.

c. Mood and Health Issues: Students' moods and physical health can also affect their concentration and overall class participation.

The research findings underscore that the success of creative and innovative teaching methods depends not only on the methods themselves but also on teacher competence, media availability, student motivation, and a well-prepared classroom environment. With these supporting factors, students can maintain focus and discipline in learning, especially in Fiqh education.

DISCUSSION

The findings of this study highlight the importance of creative and innovative teaching methods in both fostering student concentration and promoting discipline. Teachers at MI

Terpadu Mutiara Assyifa, Bengkulu City, have effectively integrated audiovisual media with traditional teaching methods, resulting in increased student engagement and focus. The use of creative strategies, such as multimedia tools, not only enhances the learning experience but also helps students grasp complex concepts more effectively. Regular training sessions for teachers ensure they are equipped with the skills and knowledge needed to implement these innovative approaches in the classroom.

The role of discipline in the learning process is equally crucial. Through methods such as role modeling, routine activities, and the implementation of rewards and punishments, teachers have successfully instilled a sense of responsibility and discipline in students. Additionally, the school's integration of educational and religious activities contributes to the holistic development of learners, shaping both their academic and moral character. This structured approach supports the creation of a respectful and focused learning environment, which is essential for student success.

These findings are supported by previous research. Munir (2012) asserts that the use of multimedia in education can significantly increase student interest and understanding when combined with interactive teaching methods. Suyanto and Asep (2013) also emphasize that teacher professionalism, particularly in terms of pedagogical competence and continuous professional development, is crucial to successful innovation in teaching. Moreover, Santrock (2011) highlights that consistent discipline and structured routines foster positive student behavior and academic achievement. These perspectives reinforce the conclusion that teacher competence, classroom strategies, and a supportive learning environment are all vital to achieving effective educational outcomes.

CONCLUSION

Based on the research conducted, it can be concluded that teachers at MI Terpadu Mutiara Assyifa in Bengkulu City consider several key factors in determining creative and innovative teaching methods, including the material to be taught, student characteristics, time allocation, and lesson objectives. Teacher competence and the appropriate use of teaching media are also crucial, as every action taken by the teacher sets an example for students. To enhance student concentration, a variety of methods, including constructivism, lectures, question-and-answer sessions, repetition, and praise, are employed to create an engaging and motivating learning environment. In fostering discipline, teachers use habituation, role modeling, rewards, and punishments to shape responsible behavior inside and outside the classroom. The success of these teaching strategies is supported by factors such as trained teachers, accessible teaching aids, creative media, motivated students, and a conducive

classroom atmosphere. Although some challenges remain, such as limited resources, time constraints, fluctuating student moods, and low motivation, the supporting factors still outweigh the obstacles, allowing the learning objectives to be effectively achieved.

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