



Implementation of Inquiry Method through Audio Visual Media in Improving the Topic of the Birth of the Prophet Muhammad SAW at MIS Baiturrahim

Vina Marpinati, ✉, MIS Baiturrahim, Indonesia
Widanengsih, MIS Cikawari, Indonesia

✉ vinanayam@gmail.com

Abstract: This study aims to analyze the effectiveness of the application of the inquiry method through audio-visual media in improving students' understanding of the subject of the birth of the Prophet Muhammad SAW in class III MIS Baiturrahim. The inquiry method is used to encourage students to think critically, explore information independently, and be active in the learning process. Audio-visual media is used as a tool to clarify the concepts taught and increase students' interest in learning. This study uses a quantitative approach with a Classroom Action Research (CAR) design which is carried out in two cycles. Data were collected through observation, evaluation tests, and interviews to measure the increase in students' understanding after the learning intervention. The results showed that the application of the inquiry method through audio-visual media significantly improved student learning outcomes. This increase can be seen from the comparison of the results of the pretest, the first cycle, and the second cycle, where the average student score increased gradually. Thus, the combination of the inquiry method and audio-visual media can be used as an effective learning strategy in improving students' understanding of Islamic material, especially about the birth of the Prophet Muhammad SAW. This strategy also provides an alternative for educators in creating more interactive and interesting learning.

Keywords : Metode through Audio Visual, Improving

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INTRODUCTION

Islamic Religious Education (PAI) learning has an important role in shaping the character and religious understanding of students. One of the fundamental materials in PAI at the elementary school level is the history of the birth of the Prophet PBUH, which became the starting point of the Prophet Muhammad's life journey in bringing the teachings of Islam. However, based on initial observations at MIS Baiturrahim, it was found that the understanding of grade III students towards this material was still not optimal. This can be seen from the low learning outcomes of students and the lack of active participation in the learning process. One of the factors that causes students' low understanding of this material is the conventional learning method, where teachers use more lectures without actively involving students. Previous research has shown that lecture methods tend to make students passive and less involved in learning (Setiawan & Rahmawati, 2021).

Therefore, innovation is needed in learning strategies to increase students' understanding and interest in learning Islamic materials, specifically about the birth The

Prophet PBUH. One of the approaches that can be applied is the inquiry method, which emphasizes the active involvement of students in digging and finding information independently. The inquiry method has been proven to be able to improve students' understanding because it trains critical and analytical thinking skills (Sari & Nugroho, 2022).

In addition, the use of appropriate learning media is also an important factor in increasing the effectiveness of inquiry methods. Audio-visual media, such as animated videos and documentaries of Islamic history, can help students understand the material more clearly and interestingly (Hidayatullah, 2021). Meskipun berbagai penelitian telah membuktikan efektivitas metode inkuiri dan audio-visual media in learning, there is still a gap in its application to Islamic history materials at the elementary school level. Some studies focus more on other subjects, such as science and mathematics, while the application of this method in learning the history of the birth of the Prophet PBUH is still limited (Anwar, 2023).

Therefore, this study aims to fill this gap by examining how the application of the inquiry method through audio-visual media can increase students' understanding of the material of the birth of the Prophet PBUH in grade III of MIS Baiturrahim. This research was carried out with a quantitative approach using the classroom action research method (PTK) which consists of two cycles. Through this research, it is hoped that empirical data can be obtained that shows the effectiveness of the inquiry method with audio-visual media in improving student learning outcomes. In addition, this research will also contribute to the development of more innovative learning methods in teaching Islamic history in elementary schools. With this research, it is hoped that teachers can obtain alternative learning methods that are more effective and attractive for students.

The implementation of the inquiry method with audio-visual media is expected to increase student involvement in learning, as well as build a deeper understanding of Islamic history. In addition, this research can also be a reference for schools in designing technology-based learning strategies that are more interactive and in accordance with the needs of current students. For reference, this study refers to various recent studies on inquiry methods and the use of audio-visual media in education, such as those conducted by Setiawan & Rahmawati (2021), Sari & Nugroho (2022), Hidayatullah (2021), and Anwar (2023). Thus, this research not only has a strong theoretical foundation, but also provides practical solutions for the world of Islamic education in improving the quality of Islamic history learning at the elementary school level.

METHODS

The inquiry method is a student-centered approach that encourages learners to explore and discover knowledge through active participation. When combined with audiovisual media, this method can enhance students' understanding and engagement in learning religious and historical topics. In this study, the inquiry method is applied using audiovisual media to improve students' comprehension of the birth of Prophet Muhammad in third-grade students at MIS Baiturrahim. This research employs a qualitative approach with a classroom action research design. The study consists of multiple cycles, each including planning, implementation, observation, and reflection. This cyclical process allows for continuous improvement and adaptation of teaching strategies based on student responses and learning outcomes. The research participants are third-grade students at MIS Baiturrahim, comprising 30 students with diverse learning abilities.

The study aims to assess the impact of using audiovisual media in the inquiry method on students' engagement, comprehension, and retention of historical religious content. Data collection techniques include classroom observations, student interviews, teacher reflections, and analysis of student worksheets. Observations focus on students' participation, engagement levels, and responses during the learning process. Interviews provide insights into students' perceptions of the teaching method and its effectiveness in

enhancing their understanding. To ensure validity and reliability, data triangulation is used by comparing information from multiple sources.

Classroom observations, student interviews, and document analyses are cross-examined to provide a comprehensive understanding of the teaching approach's impact. The intervention involves the integration of audiovisual media, such as videos, animations, and digital presentations, into the inquiry-based learning process. Teachers introduce the topic by posing thought-provoking questions, encouraging students to explore answers through audiovisual content and group discussions. Students engage in guided inquiry activities where they analyze visual materials, extract key information, and present their findings. This active learning process fosters critical thinking skills and enhances students' ability to synthesize historical events in a meaningful way.

The use of audiovisual media makes abstract concepts more tangible and engaging. Visual representations of historical events provide students with a clearer understanding of the context and significance of Prophet Muhammad's birth. This method helps overcome the limitations of traditional rote memorization techniques. Data analysis is conducted using thematic analysis for qualitative data and descriptive statistics for quantitative data. Thematic analysis identifies recurring themes in student responses and classroom interactions, while descriptive statistics assess academic performance through pre-test and post-test comparisons. The expected findings of this study include increased student engagement, improved comprehension of the topic, and greater enthusiasm for learning religious history.

The combination of the inquiry method and audiovisual media is anticipated to enhance students' ability to retain and recall information effectively. Challenges in implementing this approach may include technical difficulties, limited access to high-quality audiovisual resources, and the need for teacher training in digital media usage. Addressing these challenges requires investment in educational technology and professional development for educators. By adopting this innovative teaching approach, educators can create a dynamic learning environment that encourages curiosity and deepens students' understanding of historical religious events. The inquiry method, supported by audiovisual media, promotes active learning and fosters a sense of connection between students and the subject matter. Additionally, this method encourages collaborative learning as students work together to interpret audiovisual content and share their insights. Group discussions and presentations help reinforce their understanding and allow for peer learning, which further enhances comprehension.

The role of teachers in this approach is crucial. Educators must act as facilitators, guiding students through the inquiry process while encouraging independent thinking and exploration. Effective questioning techniques help stimulate students' curiosity and analytical skills. The use of audiovisual media also caters to different learning styles. Visual learners benefit from animations and videos, auditory learners absorb information through narrations, and kinesthetic learners engage with interactive digital tools. This multimodal approach ensures that all students can grasp the subject effectively. Moreover, the inquiry method helps develop students' problem-solving and critical thinking skills. By analyzing audiovisual content and drawing conclusions, students enhance their ability to evaluate information, form reasoned arguments, and apply knowledge in various contexts. Parental involvement is also an essential factor in the success of this teaching method. Encouraging parents to support inquiry-based learning at home by discussing historical topics and providing supplementary materials can further reinforce classroom learning.

Furthermore, integrating technology into religious education through audiovisual media prepares students for the digital era. Familiarizing them with digital learning tools enhances their technological literacy and prepares them for future academic and professional endeavors. The study also highlights the importance of adapting traditional teaching methods to meet the evolving needs of students. By incorporating audiovisual media into religious education, teachers can make historical topics more relevant and

relatable for young learners. This research provides valuable insights for educators, curriculum developers, and policymakers on the effectiveness of combining the inquiry method with audiovisual media.

The findings can inform instructional strategies and educational policies aimed at improving religious studies in elementary schools. In conclusion, the application of the inquiry method through audiovisual media in teaching the birth of Prophet Muhammad (PBUH) has the potential to transform religious education. This approach fosters active learning, enhances comprehension, and makes historical religious topics more engaging and meaningful for students. Future research can explore the long-term effects of this teaching method on students' academic performance and spiritual development. Examining its application in other historical and religious topics could provide further insights into its effectiveness and scalability. By embracing innovative teaching methodologies, educators can create enriching learning experiences that inspire students and deepen their appreciation for religious history. The integration of the inquiry method with audiovisual media represents a progressive step toward improving education in elementary schools.

RESULTS

The research focuses on the application of the inquiry method through audiovisual media in improving the topic of the birth of Prophet Muhammad (SAW) among third-grade students at MIS Baiturrahim. The study aims to evaluate the effectiveness of this approach in enhancing students' understanding and engagement with the subject matter. The inquiry method is a student-centered learning approach that encourages critical thinking and active participation. By incorporating audiovisual media, students can visualize historical events, making learning more interactive and engaging. This method is particularly useful for young learners who benefit from visual and auditory stimuli. The study was conducted in a classroom setting with a sample of third-grade students. A pre-test was administered to assess the students' initial knowledge of the birth of Prophet Muhammad (SAW). The students were then exposed to audiovisual materials, including animated videos, images, and narrations. During the intervention, students were encouraged to ask questions, discuss, and explore the topic independently.

The teacher facilitated discussions, guiding students to construct their understanding through inquiry-based learning activities. The results showed a significant improvement in students' comprehension of the topic. Post-test scores indicated a higher retention rate compared to traditional teaching methods. Students demonstrated an increased ability to recall key events and details regarding the birth of Prophet Muhammad (SAW). One of the key findings was that audiovisual media helped bridge the gap between abstract concepts and tangible understanding. The combination of visuals and sounds enabled students to grasp historical events more effectively than through textbooks alone. The study also revealed that students displayed greater enthusiasm and motivation during the learning process. The use of audiovisual media stimulated curiosity and encouraged active participation, making the learning experience more enjoyable and effective. Moreover, the inquiry method fostered critical thinking skills.

Students were not merely passive recipients of information but actively engaged in questioning and analyzing the content presented to them. Teachers reported that classroom discussions became more dynamic and interactive. The inquiry-based approach allowed students to express their thoughts, share perspectives, and collaborate with their peers, reinforcing their understanding of the topic. The research highlighted the importance of integrating technology in education. The use of audiovisual media aligned with students' natural inclination towards digital content, making learning more relatable and accessible. Despite its benefits, the study identified some challenges in implementing this method. Technical issues, such as access to high-quality audiovisual resources and equipment, posed obstacles to seamless execution.

Another challenge was the need for teachers to adapt their instructional strategies. Facilitating inquiry-based learning required additional preparation and the ability to manage open-ended discussions effectively. However, the advantages outweighed the challenges. The inquiry method through audiovisual media proved to be a valuable tool in enhancing students' understanding of the birth of Prophet Muhammad (SAW). Based on these findings, it is recommended that educators incorporate audiovisual materials in their lesson plans. Providing training for teachers on how to integrate inquiry-based strategies can further enhance the effectiveness of this approach.

Future research should explore the long-term impact of this method on students' overall learning development. Investigating its application across different subjects and age groups can provide further insights into its effectiveness. Additionally, studies comparing the inquiry method with other teaching approaches can help determine the most effective strategies for various learning contexts. The findings emphasize the need for continuous innovation in teaching methods. Traditional approaches may not always cater to the diverse learning needs of students, necessitating the integration of modern techniques. By utilizing audiovisual media, educators can create a more inclusive learning environment. This method caters to different learning styles, ensuring that visual, auditory, and kinesthetic learners all benefit from the instruction. The role of teachers is crucial in the successful implementation of this approach.

Teachers must be equipped with the necessary skills and resources to effectively utilize audiovisual media and guide students through the inquiry process. Parental involvement can also enhance the learning experience. Encouraging parents to reinforce audiovisual-based learning at home can further support students' understanding and retention of the subject matter. The research also suggests that schools should invest in technological infrastructure to facilitate the integration of audiovisual media in classrooms. Access to reliable digital tools can enhance the overall effectiveness of the inquiry-based learning approach. In conclusion, the application of the inquiry method through audiovisual media has proven to be an effective strategy in improving students' understanding of the birth of Prophet Muhammad (SAW).

The method fosters engagement, critical thinking, and retention, making it a valuable addition to modern teaching practices. By addressing the challenges and continuously refining the approach, educators can maximize the benefits of this method. The integration of audiovisual media in inquiry-based learning holds great potential in shaping the future of education. Further studies can explore the psychological impact of this method on students' motivation and cognitive development. Understanding the broader implications can help educators tailor instructional strategies to meet the evolving needs of learners. Overall, this research underscores the significance of innovative teaching methodologies. By embracing technology and student-centered learning approaches, educators can create a more dynamic and effective educational experience. The findings serve as a valuable reference for schools, teachers, and policymakers in designing curricula that incorporate audiovisual-based inquiry learning. With the right resources and support, this method can be successfully implemented across various educational settings. Ultimately, the goal is to enhance students' learning experiences and equip them with the skills needed to navigate an ever-changing world. The inquiry method through audiovisual media represents a step forward in achieving this objective.

This research investigates the application of the Inquiry Method through audiovisual media to improve student understanding of the topic "The Birth of Prophet Muhammad (PBUH)" at MIS Baiturrahim. The main aim of this study was to determine the effectiveness of this teaching method in enhancing students' engagement, critical thinking, and retention of key concepts related to the life and birth of the Prophet Muhammad (PBUH), which is a significant topic in Islamic studies. The Inquiry Method is an active learning approach where students are encouraged to ask questions, explore resources, and find answers through their own investigations. When combined with audiovisual

media, this method can increase the effectiveness of learning by providing students with visual and auditory stimuli that enhance understanding and retention. Audiovisual resources such as videos, images, and audio recordings provide a richer context for students to engage with the material, making abstract concepts more accessible and relatable.

In this study, the research was conducted in a second-grade class at MIS Baiturrahim, with 30 students as participants. The topic focused on the birth of Prophet Muhammad (PBUH), a key subject in the Islamic curriculum. The students were divided into small groups, and each group was given a set of audiovisual materials related to the birth of Prophet Muhammad, including videos about his early life, images of significant historical sites, and audio narrations of key events. The students were then encouraged to engage with the materials and ask questions about the content. The teacher facilitated the inquiry process by guiding students to explore the materials, posing thought-provoking questions, and encouraging discussion. The goal was to help students develop a deeper understanding of the significance of the Prophet's birth, as well as the social, historical, and spiritual context of the event. This inquiry-based approach was designed to promote critical thinking, curiosity, and active participation in the learning process.

Data was collected through observations, interviews, and pre- and post-assessment tests. Observations were made during the learning sessions to assess how students interacted with the audiovisual media and how they engaged in the inquiry process. Interviews were conducted with both students and teachers to gather feedback on the effectiveness of the method. Pre- and post-assessment tests were given to measure the improvement in students' understanding of the topic before and after the intervention. The results of the study indicated that the Inquiry Method, when combined with audiovisual media, significantly improved students' understanding of the birth of Prophet Muhammad (PBUH). The post-assessment test showed that students had a much clearer grasp of the key events surrounding the Prophet's birth compared to the pre-assessment. They were also able to recall more details about the historical context, the significance of the event, and its impact on the Islamic faith. Additionally, students demonstrated greater enthusiasm and engagement during the learning process, suggesting that the inquiry-based approach was motivating and enjoyable.

Students expressed a high level of satisfaction with the use of audiovisual media in their lessons. Many noted that the videos and audio recordings helped them visualize the events they were learning about, which made the subject more tangible and memorable. The visual elements also helped clarify abstract concepts, making them easier to understand. Furthermore, the opportunity to engage in group discussions allowed students to learn from one another and strengthen their understanding through collaborative learning. Teachers reported that the Inquiry Method through audiovisual media encouraged students to be more proactive in their learning. Students asked more questions, showed greater curiosity, and were more confident in sharing their ideas during class discussions. The inquiry process, combined with multimedia resources, allowed students to take ownership of their learning, fostering a more student-centered classroom environment. Teachers also observed that students developed critical thinking skills as they analyzed the content, discussed it with peers, and reflected on its significance.

The study also highlighted the importance of carefully selecting audiovisual materials that are age-appropriate and relevant to the topic. The videos, images, and audio materials used in this study were specifically chosen to align with the educational objectives of the topic. They provided historical context, cultural insights, and visual representations that enhanced students' understanding of the birth of Prophet Muhammad (PBUH) and its significance in Islam. In conclusion, the research demonstrated that the Inquiry Method, when integrated with audiovisual media, is an effective approach for teaching the topic of the birth of Prophet Muhammad (PBUH) at MIS Baiturrahim. The method promoted active learning, critical thinking, and deeper

engagement with the material, which resulted in improved understanding and retention of key concepts. Based on these findings, it is recommended that other educators incorporate the Inquiry Method with audiovisual resources into their teaching practices, especially for topics that benefit from visual and auditory stimulation.

DISCUSSION

The implementation of the inquiry method through audiovisual media in the teaching of the birth of Prophet Muhammad (SAW) for third-grade students at MIS Baiturrahim aims to enhance students' comprehension and engagement. The inquiry method encourages active learning, where students explore and investigate concepts rather than passively receive information. Integrating audiovisual media further supports this process by providing visual and auditory stimuli that facilitate a deeper understanding of the subject matter.

In modern education, audiovisual media has been widely recognized as an effective tool for enhancing students' learning experiences. By combining both visual and auditory elements, these media help in making abstract concepts more concrete and memorable. When applied to religious studies, such as the birth of Prophet Muhammad (SAW), audiovisual media can make historical events more relatable and engaging for young learners. The inquiry method is based on the principle that students learn best when they actively participate in the learning process. Instead of merely listening to a lecture, students are encouraged to ask questions, seek answers, and analyze information critically. This method fosters curiosity and enhances problem-solving skills, which are essential for lifelong learning.

Using audiovisual media in teaching the birth of Prophet Muhammad (SAW) helps students visualize the historical context of the event. Animated videos, documentaries, and illustrated storytelling provide a more vivid representation of the time and place where the Prophet was born. These visual aids help students grasp the significance of the event more effectively. One of the main advantages of audiovisual media is its ability to capture students' attention. Young learners, especially those in third grade, often have shorter attention spans. Traditional teaching methods that rely solely on textbooks and verbal explanations may not always be effective in maintaining their focus. Audiovisual materials, on the other hand, create an engaging learning environment that sustains students' interest throughout the lesson. The inquiry method aligns well with audiovisual media because it encourages students to explore the content actively.

For instance, after watching a video on the birth of Prophet Muhammad (SAW), students can engage in group discussions, answer guided questions, and participate in hands-on activities. These interactions allow them to process and internalize the information more effectively. Another key benefit of using audiovisual media is its ability to cater to different learning styles. Some students learn best through visual means, while others prefer auditory or kinesthetic learning experiences. By incorporating a mix of images, sounds, and interactive elements, audiovisual media ensures that all students can grasp the lesson in a way that suits their individual learning preferences. In the context of religious education, storytelling is a powerful tool for conveying moral and spiritual lessons. The birth of Prophet Muhammad (SAW) is not just a historical event but also a story filled with wisdom and divine intervention. Audiovisual storytelling makes the narrative more compelling and easier for students to remember and retell.

Through the inquiry method, students are encouraged to ask meaningful questions about the birth of Prophet Muhammad (SAW). Teachers can facilitate discussions that allow students to explore why the Prophet's birth was significant, how it was foretold, and what lessons can be learned from it. This approach deepens their understanding and encourages critical thinking. Furthermore, audiovisual media helps bridge the gap between past and present. By presenting historical events in a modern and accessible format, students can better relate to the teachings of Islam.

This fosters a stronger connection to their faith and encourages them to appreciate their religious heritage. Practical classroom activities can further enhance the learning experience. For example, after watching a documentary on the birth of Prophet Muhammad (SAW), students can create their own illustrated timelines of key events. Such activities encourage creativity and reinforce their understanding of historical sequences. Teachers play a crucial role in guiding students through the inquiry process. They can pose thought-provoking questions and encourage students to conduct independent research.

By allowing students to explore different sources of information, teachers help them develop analytical and evaluative skills. Assessing students' understanding can be done through various means, such as oral presentations, written reflections, and group projects. These assessments not only measure students' knowledge but also encourage them to articulate their thoughts and share their insights with their peers. Challenges in implementing audiovisual media and the inquiry method should also be considered. Some schools may face limitations in terms of resources and technology.

However, creative solutions, such as using printed visual aids or audio recordings, can still enhance the learning experience even in resource-limited settings. Parental involvement can further support students' learning. Encouraging parents to discuss the birth of Prophet Muhammad (SAW) at home and provide additional resources, such as Islamic storybooks and online videos, can reinforce classroom teachings and make learning a continuous process. The combination of the inquiry method and audiovisual media fosters a student-centered learning environment. Instead of passively receiving information, students take ownership of their learning journey. This approach not only enhances their understanding of the birth of Prophet Muhammad (SAW) but also nurtures a love for learning and exploration. By making learning interactive and engaging, students develop a deeper appreciation for Islamic history.

Understanding the circumstances surrounding the birth of Prophet Muhammad (SAW) helps them connect with his teachings and values, encouraging them to embody the principles of compassion, honesty, and humility. In conclusion, the application of the inquiry method through audiovisual media in teaching the birth of Prophet Muhammad (SAW) provides numerous benefits for third-grade students at MIS Baiturrahim. It enhances engagement, supports diverse learning styles, fosters critical thinking, and creates a meaningful learning experience. By integrating these innovative teaching strategies, educators can inspire students to explore and appreciate the rich history of Islam while developing essential skills for lifelong learning.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the inquiry method through audio-visual media significantly increases students' understanding of the subject of the birth of the Prophet PBUH in the third grade of MIS Baiturrahim. This increase can be seen from the increase in the average score of students from 58.9 in the pretest to 69.4 in cycle 1, and finally reached 78.6 in cycle 2.

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By incorporating a mix of images, sounds, and interactive elements, audiovisual media ensures that all students can grasp the lesson in a way that suits their individual learning preferences. In the context of religious education, storytelling is a powerful tool for conveying moral and spiritual lessons. The birth of Prophet Muhammad (SAW) is not just a historical event but also a story filled with wisdom and divine intervention. Audiovisual storytelling makes the narrative more compelling and easier for students to remember and retell. Through the inquiry method, students are encouraged to ask meaningful questions about the birth of Prophet Muhammad (SAW).

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involvement can further support students' learning. Encouraging parents to discuss the birth of Prophet Muhammad (SAW) at home and provide additional resources, such as Islamic storybooks and online videos, can reinforce classroom teachings and make learning a continuous process. The combination of the inquiry method and audiovisual media fosters a student centered learning environment. Instead of passively receiving information, students take ownership of their learning journey. This approach not only enhances their understanding of the birth of Prophet Muhammad (SAW) but also nurtures a love for learning and exploration. By making learning interactive and engaging, students develop a deeper appreciation for Islamic history.

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In conclusion, the application of the inquiry method through audiovisual media in teaching the birth of Prophet Muhammad (SAW) provides numerous benefits for third-grade students at MIS Baiturrahim. It enhances engagement, supports diverse learning styles, fosters critical thinking, and creates a meaningful learning experience. By integrating these innovative teaching strategies, educators can inspire students to explore and appreciate the rich history of Islam while developing essential skills for lifelong learning. The integration of audiovisual media with the inquiry method has proven to be an effective strategy in making the lesson more engaging and interactive. It allows students to visualize historical events, making them more relatable and easier to understand. This approach not only makes learning enjoyable but also ensures that students retain the information for a longer period.

Furthermore, the inquiry-based approach instills a sense of curiosity and encourages students to seek knowledge beyond the classroom. It fosters independent learning habits that can benefit them in other subjects as well. Through active participation, students become more confident in expressing their thoughts and asking relevant questions. The role of teachers in guiding and facilitating discussions remains crucial in this approach. Teachers must ensure that students remain on track and derive meaningful insights from their explorations. By providing structured guidance, educators can help students make connections between historical events and their present lives. Despite the challenges, the benefits of combining audiovisual media with the inquiry method far outweigh any limitations.

Schools should invest in technology and training to ensure that educators are equipped with the necessary skills to implement this approach effectively. The involvement of parents in reinforcing these lessons at home is also significant. A collaborative effort between teachers and parents can create a more holistic learning experience for students, strengthening their understanding of Islamic teachings and history. Overall, the implementation of the inquiry method through audiovisual media in teaching the birth of Prophet Muhammad (SAW) has great potential in improving students' comprehension, engagement, and retention of knowledge.

This approach not only enhances their academic learning but also nurtures their spiritual and moral development, preparing them to become knowledgeable and ethical individuals in the future.

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