

## THE EFFECT OF AUDITORY VISUAL LEARNING STYLES SUPPORTED BY INTERACTIVE YOUTUBE VIDEOS ON LEARNING ACTIVITIES IN ISLAMIC RELIGIOUS EDUCATION AND CHARACTER EDUCATION STUDENTS

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**Abstrak:** Penelitian ini dilatarbelakangi oleh permasalahan rendahnya keaktifan belajar peserta didik dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti, terutama pada aspek aktivitas lisan dan mental, yang masih didominasi metode konvensional serta pemanfaatan media pembelajaran yang kurang variatif. Kondisi tersebut menuntut adanya strategi pembelajaran yang mampu mengakomodasi perbedaan gaya belajar peserta didik di era digital. Penelitian ini bertujuan untuk mengetahui pengaruh gaya belajar auditorial dan visual berbantuan media interaktif video YouTube terhadap keaktifan belajar peserta didik di SMA Negeri 3 Bandar Lampung. Penelitian menggunakan pendekatan kuantitatif dengan jenis kausal komparatif (*ex post facto*). Sampel berjumlah 70 peserta didik yang dipilih melalui teknik simple random sampling. Data dikumpulkan menggunakan angket skala Likert untuk mengukur gaya belajar dan keaktifan belajar, kemudian dianalisis dengan uji regresi. Hasil penelitian menunjukkan bahwa gaya belajar auditorial dan visual yang didukung media interaktif video YouTube berpengaruh signifikan terhadap keaktifan belajar peserta didik. Novelty penelitian terletak pada integrasi dua gaya belajar dengan media YouTube dalam konteks pembelajaran Pendidikan agama Islam. Implikasi penelitian ini menegaskan pentingnya pemanfaatan media interaktif berbasis gaya belajar sebagai dasar perancangan strategi pembelajaran Pendidikan agama Islam yang lebih efektif, partisipatif, dan relevan dengan kebutuhan peserta didik.

**Kata Kunci:** Gaya Belajar, Keaktifan Belajar, Media Youtube

**Abstract:** This study was motivated by the problem of low student learning activity in Islamic Religious Education and Ethics classes, especially verbal and mental activities, which are still dominated by conventional methods and the use of less varied learning media. This condition calls for learning strategies that accommodate differences in student learning styles in the digital age. This study aims to determine the effect of auditory and visual learning styles assisted by interactive YouTube videos on student learning activity at SMA Negeri 3 Bandar Lampung. The study uses a quantitative approach with a comparative causal (*ex post facto*) design. The sample consisted of 70 students selected through simple random sampling. Data were collected using a Likert scale questionnaire to measure learning styles and learning activity, then analyzed using regression tests. The results showed that auditory and visual learning styles supported by interactive YouTube videos had a significant effect on student learning activity. The novelty of this research lies in the integration of two learning styles with YouTube media in the context of Islamic religious education. The implications emphasize the importance of utilizing interactive, learning-style-based media to design more effective, participatory, and relevant Islamic religious education learning strategies.

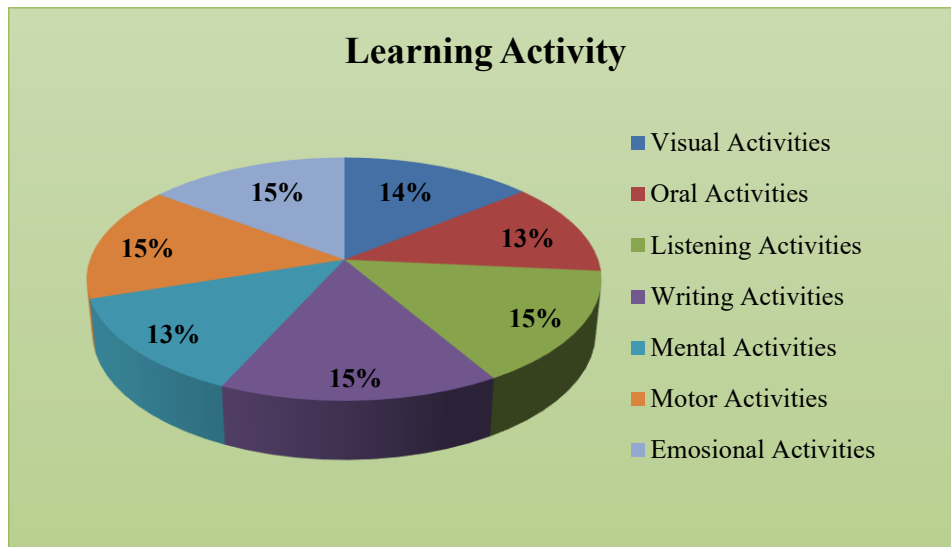
**Keywords:** Learning Style, Learning Engagement, YouTube Media

## INTRODUCTION

Students' learning activeness in Islamic Religious Education and Character Education is reflected in their involvement in listening to the teacher's explanations, actively participating in discussions, responding to questions, and completing assignments, which ultimately strengthens their understanding of Islamic teachings and encourages the practice of Islamic values in daily life (Nirwana et al., 2025). According to Sudjana, learning activeness engages students throughout the learning process to achieve balanced learning outcomes encompassing cognitive, affective, and psychomotor aspects (Yanti, Nuvitalia, Miyono, & Rizkiyati, 2023). Furthermore, Sudjana explains that students' activeness can be observed through several aspects, including: (1) involvement in problem-solving activities, (2) seeking and finding relevant information needed to solve problems, (3) actively asking questions when facing difficulties, (4) participating in completing tasks, (5) following the teacher's instructions, (6) engaging in group discussions, (7) evaluating their own abilities and the values they have obtained, (8) practicing problem-solving skills, and (9) applying acquired knowledge to address the problems they encounter (Suartama, 2023). Such activeness does not merely involve passive attendance but requires active engagement in critical thinking, discussion, and collaboration, both individually and in groups (Anissa G. Nuraini, 2024). Previous studies have confirmed that learning activeness has a direct impact on students' learning outcomes and contributes to a more meaningful and effective learning process

(Prasetyo & Susanto, 2021). Teachers therefore play a crucial role in creating a learning atmosphere that encourages students to be active, making learning more engaging and improving learning outcomes (Anggraini & Hardini, 2024).

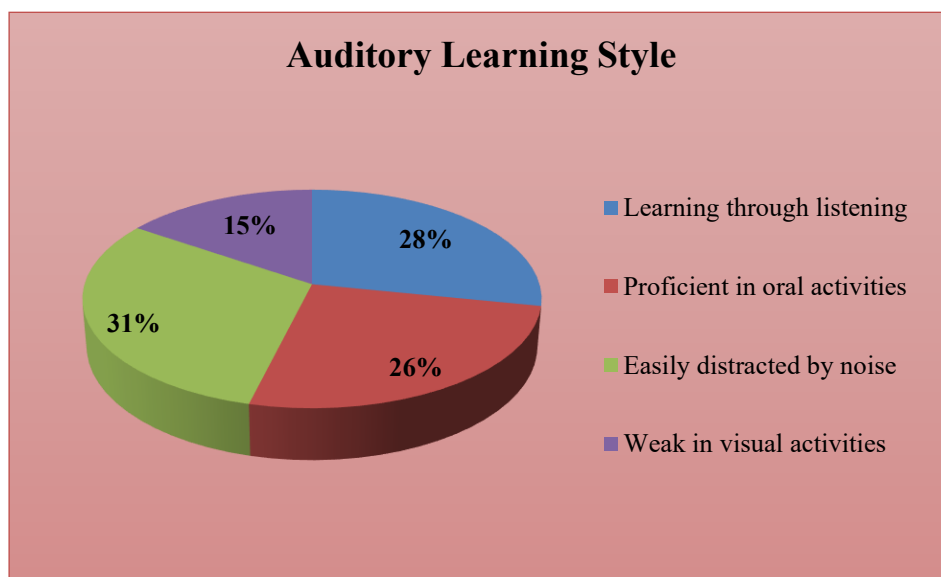
To achieve ideal learning conditions, teachers are required to have the ability to select and implement appropriate teaching methods so that the learning atmosphere becomes enjoyable, effective, and capable of enabling students to achieve the predetermined basic competencies (Cecep et al., 2022). The selection of suitable methods not only affects the delivery of learning materials but also determines the level of students' activeness during the learning process. Such activeness is reflected in students' attentiveness to the teacher's explanations, their courage to ask questions, their involvement in discussions, and their diligence in completing assigned tasks, all of which indicate cognitive and affective engagement with the learning material (Fajarwati et al., 2021). In addition, classroom discipline management is an important factor that should be considered, not as a means of restricting students' freedom, but as an effort to create an orderly and conducive learning environment. Such an environment enables students to engage physically, mentally, and emotionally in achieving shared learning objectives (Hafsah et al., 2023; Paulina & Janrosl, 2023). The appropriate use of instructional media also plays a strategic role as a bridge between teachers and students, making the learning process more interesting, easier to understand, and more efficient (Yantoro, 2020).



**Figure 1.** Pie Chart Results of Learning Activity

Based on the learning activity circle diagram, most activity indicators, such as listening, writing, motor skills, and emotional skills, show relatively even percentages, each at 15%. However, the Oral Activities (speaking) and Mental Activities indicators are still relatively low at 13%, while Visual Activities are at 14%. This condition indicates low student speaking activity, even though this aspect is important for encouraging active questioning, discussion, and expression of opinions. If left unchecked, students tend to be passive in learning.

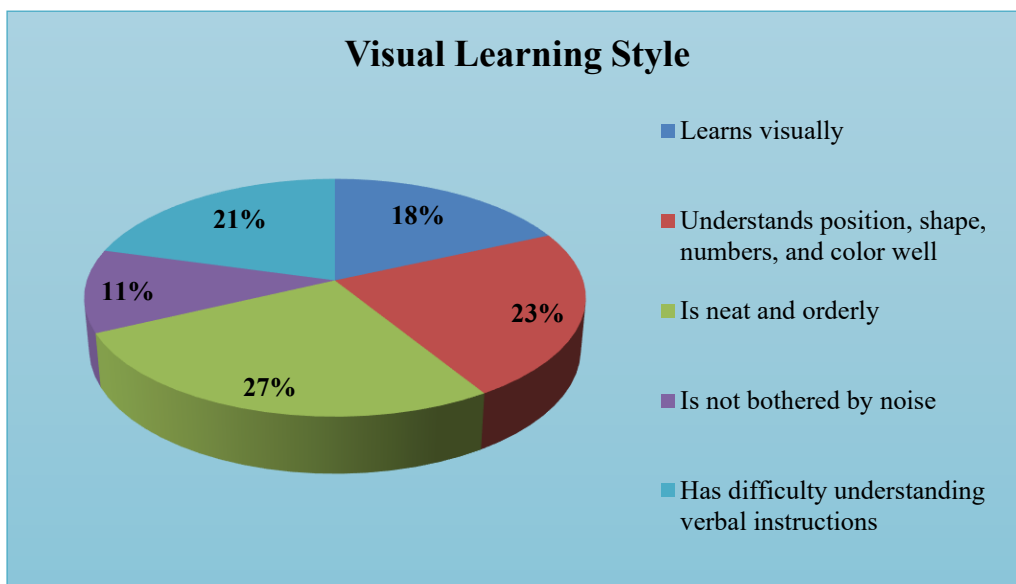
Based on preliminary research at SMA Negeri 3 Bandar Lampung through observation, interviews, questionnaires, and documentation of Islamic Education teachers and 10th grade students, several main problems were found, namely the dominance of lecture methods that cause boredom, low learning discipline such as the use of cell phones, suboptimal use of technology-based learning media, and differences in perception between teachers and students. In addition, students' emotional intelligence also affects their motivation and learning activity.



**Figure 2.** Pie Chart Results Auditory Learning Style

Based on the auditory learning style diagram, it can be concluded that students tend to learn predominantly by listening (28%) and perform quite well in oral activities (26%), so that in general their ability to receive information through verbal explanations is already quite good. However, the most problematic indicator is that they are easily distracted by noise, with the highest percentage of 31%, indicating that most students have difficulty concentrating when the learning environment is not

conducive. This condition is a major problem because it can hinder understanding of the material and reduce learning activity even though the learning style is auditory. In addition, the low percentage in visual activities of 15% also reinforces that students are not greatly helped by visual media, so that if learning is not managed in a calm atmosphere and with appropriate strategies, their learning process will be less than optimal.



**Figure 3.** Pie Chart Results for Visual Learning Style

Based on the circle diagram about Visual Learning Styles, it can be seen that the most dominant indicator is neat and organized with a percentage of 27%, while the lowest indicator is not disturbed by noise with 11%. These findings indicate that students with visual learning styles tend to have good organizational skills and like orderliness in the learning process. However, the main problem appears to be concentration in noisy environments, where most visual learners find it difficult to stay focused when there are noise disturbances. This condition indicates the need for a quiet

learning environment with minimal distractions so that the learning potential of visual learners can develop optimally.

According to Wassahua, the auditory learning style emphasizes listening skills as the main means of understanding and remembering information. Through listening activities, auditory learners find it easier to absorb and process knowledge (Kandi Kristina & Emiyati Ayang, 2024). Meanwhile, Wahyuni states that individuals with a visual learning style have a strong sensitivity to color and a good understanding of artistic aspects (Hasanah, 2021). The

integration of auditory and visual learning styles requires the balanced involvement of cognitive, affective, and spiritual aspects (Risma Sulistia Aini et al., 2025; Siti Amina et al., 2025). Students with this learning style find it easier to understand material through hearing and sight, such as lectures, reading, writing, discussions, and teacher explanations, which can now be optimally facilitated through interactive YouTube video media (Khoirudin et al., 2024; Ma'rifah et al., 2025). Through these media, auditory learners are able to remember information better through sound, while visual learners are aided by images and videos, thereby increasing learning activity in Islamic education (Andriyani et al., 2025).

In addition, visual learning styles are closely related to student learning activity. The more the learning methods and media are suited to the visual characteristics of the students, the higher their level of participation in learning (Masruroh et al., 2023; Andriyani et al., 2025). YouTube interactive video media is considered effective because it presents visual and audio elements in an interesting way, thereby encouraging students to be more focused, confident, and active in participating in Islamic religious education (Bria et al., 2024; Masnu'ah et al., 2024). Conversely, when visual learning style characteristics are not facilitated, students tend to show low learning activity (Indartiwi Asih & Julia Wulandari, 2020; Jannah Firdathun & Asari Slamet, 2024). This confirms that the visual learning style assisted by YouTube interactive video media is an important

factor that influences student learning activity.

Several studies also indicate that learning styles and learning media significantly influence students' learning activity. Ma'rifah et al. (2025) and Nur et al. (2025) found that learning styles contribute to increased learning activity in Islamic Religious Education, while Setyawati (2022) and Siti Amina et al. (2025) proved that the use of audio-visual media can improve the quality and activity of Islamic Religious Education learning at the high school level. However, most of these studies still examine learning styles and learning media separately. Therefore, this study presents a novelty by combining auditory and visual learning styles assisted by interactive YouTube video media to increase learning activity in Islamic Religious Education and Ethics at SMA Negeri 3 Bandar Lampung.

This research is highly urgent because it addresses the learning needs of Islamic Religious Education and Ethics in the digital era, which demands active, contextual learning strategies that are in line with the learning styles of students. The findings of this study not only enrich theoretical studies related to learning styles and learning media in the context of Islamic Religious Education, but also provide practical implications for teachers in designing creative and innovative learning, as well as for schools as a basis for developing technology-based learning to improve the quality and effectiveness of Islamic Religious Education.

## METHOD

This study was conducted in the odd semester of the 2025/2026 academic year at SMA Negeri 3 Bandar Lampung using a quantitative causal comparative approach. The study began with the determination of the population, namely all 233 students in grade X at SMA Negeri 3 Bandar Lampung. The sample was determined using simple random sampling with the Slovin formula at a 10% error rate, resulting in a sample that was representative of the population. After the sample was determined, the researcher developed a research instrument in the form of a non-test questionnaire to measure the independent and dependent variables. The independent variables included auditory learning style ( $X_1$ ) and visual learning style ( $X_2$ ), while the dependent variable was learning activity in Islamic Religious Education and Ethics (Y). The questionnaire was compiled based on predetermined indicators, then consulted with the supervising lecturer and subject teachers before the instrument was tested.

The next stage was to test the instrument on respondents outside the research sample to determine the validity of the statements. For the auditory learning style variable ( $X_1$ ), the indicators tested included learning through hearing, involvement in verbal activities, being easily distracted by noise, and weakness in visual activities. The validity test results showed that out of 15 statement items, 6 items were declared valid and 9 items were invalid. For the visual learning style variable ( $X_2$ ), the indicators tested included learning through visuals, understanding of position, shape,

numbers, and colors, neatness and orderliness, resistance to noise, and difficulty receiving verbal instructions. The validity test results showed that 6 items were valid and 9 items were invalid. Meanwhile, for the learning activity variable, which includes visual activities, oral activities, listening activities, writing activities, motor activities, mental activities, and emotional activities, 7 items were valid and 8 items were invalid out of a total of 15 statements. The invalid items were eliminated and not used in the research instrument.

After obtaining valid items, the researcher conducted a reliability test of the instrument using Cronbach's Alpha formula. The reliability test results showed that the auditory learning style questionnaire had a reliability coefficient of 0.74, the visual learning style questionnaire had a reliability coefficient of 0.72, and the learning activity questionnaire had a reliability coefficient of 0.78. Thus, all instruments were declared reliable and suitable for use. The revised instruments were then used in the main data collection for the research sample. The collected data were then scored and tabulated, then analyzed through prerequisite tests including normality, homogeneity, and linearity tests. After all prerequisites were met, hypothesis testing was conducted using the F test and t test to determine the effect of auditory and visual learning styles assisted by interactive YouTube videos on the learning activity of Islamic Religious Education and Ethics students. The final stage of the research was conducted by drawing conclusions based on the results of the data analysis obtained.

**RESULTS AND DISCUSSION**

**1. Normality Test**

Normality tests are conducted to determine whether research data is normally distributed or not, as one of the prerequisites in inferential statistical analysis. In this study, the Shapiro–Wilk method was used for the normality test because the sample size was relatively limited and this test is considered to have a high level of accuracy.

The significance level used was 0.05 (5%). Data was declared to be normally distributed if the significance value (Sig.) was greater than 0.05, whereas if the Sig. value was less than 0.05, the data was declared to be not normally distributed. The results of the normality test in this study showed that the data met the assumption of normality, so it was feasible to proceed to the next stage of analysis.

**Table 1.** Normality Test Results

Kelompok		Tests of Normality			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Data	X1	.193	40	.001	.933	40	.060
	X2	.209	40	.000	.927	40	.053
	Y	.134	40	.070	.950	40	.075

a. Lilliefors Significance Correction

Based on the results of the normality test using Shapiro-Wilk data, because the total number of respondents was less than 100. Based on Table 1, the following interpretation was obtained: for the variables of auditory and visual learning styles and PAI and character education learning activity, the Shapiro-Wilk significance values were 0.60 and 0.53. Both of these values are > 0.05, indicating that the data on the auditory and visual learning style variables are normally distributed. Meanwhile, for the PAI learning activity and character education variables, the significance level is

40, indicating that the data on the learning activity variable is normally distributed.

**2. Homogeneity Test**

The homogeneity test is used to determine whether the variance of the data distribution is the same (homogeneous) or not the same (non-homogeneous). The data requirements are said to be homogeneous if the sig value is > 0.05. The following is a description of the results of the homogeneity test of auditory and visual learning styles and learning activity in Islamic religious education and ethics.

**Table 2.** Homogeneity Test Results

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Data	Based on Mean	12.077	2	117	.071
	Based on Median	11.018	2	117	.071
	Based on Median and with adjusted df	11.018	2	106.934	.071
	Based on trimmed mean	11.879	2	117	.071

Description of the results of the homogeneity test of auditory and visual learning styles and learning activity in Islamic religious education and ethics. Based on the table, the homogeneity test results show a significance value  $> 0.05$ , so it can be concluded that the data on auditory and visual learning styles and learning activity in Islamic religious education and ethics are homogeneous. It is evident that the sig value is 0.071, which is greater than 0.05. Therefore, based on the decision-making criteria in the homogeneity test, it can be concluded that the variance of the data on auditory and visual learning styles and

learning activity in Islamic religious education and moral education is the same or homogeneous.

### 3. Linearity Test

A linearity test is a statistical procedure used to determine whether the relationship between two variables (independent and dependent variables) is linear or not. In other words, this test aims to determine whether the relationship between the two variables can be described by a straight line. The data conditions are said to be related if  $\text{Sig.} > 0.05$ .

**Tabel 3.** Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Keaktifan * Auditorial	Between Groups	(Combined)	116.554	7	16.651	2.520	.035
		Linearity	67.180	1	67.180	10.168	.003
		Deviation from Linearity	49.373	6	8.229	1.246	.310
	Within Groups		211.421	32	6.607		
Total		327.975	39				

Based on the significance value (sig) from the output above, the deviation from linearity sig value obtained is 0.310, which is greater than 0.05. Therefore, it can be

concluded that there is a significant linear relationship between the auditory learning style variable (X) and the PAI learning activity and character variable (Y).

**Tabel 4.** Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Keaktifan * Visual	Between Groups	(Combined)	174.028	8	21.753	4.380	.001
		Linearity	129.759	1	129.759	26.129	.000
		Deviation from Linearity	44.268	7	6.324	1.273	.295
	Within Groups		153.947	31	4.966		
Total		327.975	39				

Based on the significance value (sig) from the output above, the deviation from linearity sig value is 0.295, which is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the visual learning style variable (X) and the Islamic education and character learning activity variable (Y).

**4. T-test**

The T-test determines whether the independent variable has an effect on the dependent variable. Table 4 illustrates the results of the T-test for self-efficacy, study habits, and learning outcomes in Islamic Religious Education.

**Table 5.** T-test results

Model		Coefficients <sup>a</sup>		t	Sig.
		Unstandardized Coefficients B	Standardized Coefficients Beta		
1	(Constant)	-3.744		-1.085	.285
	Auditorial	.659	.216	3.044	.004
	Visual	.807	.165	4.886	.000

a. Dependent Variable: Keaktifan

In Table 5, the T-test results using SPSS show a T-table value with a sig value of 0.285<0.05, indicating that H0 is accepted and Ha is rejected, which shows that there is no relationship between the independent variable and the dependent variable.

**5. F-test**

The F test is used to measure how much influence the independent variables have collectively on the dependent variable.

**Table 6.** F Test Results

Model		ANOVA <sup>a</sup>			
		Sum of Squares	df	Mean Square	F
1	Regression	169.463	2	84.732	19.778
	Residual	158.512	37	4.284	
	Total	327.975	39		

a. Dependent Variable: Keaktifan

b. Predictors: (Constant), Visual, Auditorial

Since the significance value (Sig) of 0.000 is less than 0.05, the auditory and visual learning styles have a significant effect on learning activity in Islamic Religious Education and Ethics. This indicates that the application of auditory and visual learning styles can significantly

improve learning activity in Islamic Religious Education and Ethics.

**6. Testing the Coefficient of Determination**

To determine how much impact the independent variable has on the dependent variable, the coefficient of determination,

often referred to as R-squared, is used. If the coefficient of determination value is small or close to zero, then the influence is weak. Conversely, if the coefficient of

determination value is close to 100%, the influence of the independent variable on the dependent variable will be stronger.

**Table 7.** Coefficient of Determination Test

Model	R	Model Summary		
		R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 <sup>a</sup>	.517	.491	2.06981

a. Predictors: (Constant), Visual, Auditorial

Table 7 shows that the R-squared value, or the coefficient of determination, is 0.517. This R-squared value is obtained by squaring (R)  $0.719 \times 0.719 = 0.517$ . The coefficient of determination (R-squared) is 0.517 or 51.7%. This indicates that the auditory learning style (X1) and visual learning style (X2) contribute 51.7% to the learning activity in Islamic Religious Education and Character Education (Y). The remaining 48.3% (100% - 51.7%) is influenced by other variables outside this regression equation or variables that were not studied.

The findings of this study indicate that learning activity in Islamic Religious Education and Character Education is not merely a spontaneous behavior of the students; rather, it is shaped by the alignment between the characteristics of learning styles and the teaching strategies employed by the teacher. This finding strengthens the constructivist view that students will be more active when the learning stimuli align with the way they receive and process information. In the context of SMA Negeri 3 Bandar Lampung, auditory and visual learning styles, facilitated through interactive media such as YouTube videos, create a more responsive learning

environment, encouraging students to engage cognitively, affectively, and behaviorally in the learning of Islamic Religious Education and Character Education.

Simultaneously, the integration of auditory and visual learning styles proves to be more meaningful than the application of each learning style in isolation (Lv et al., 2024). This suggests that learning activity cannot be fostered through only one sensory modality, but requires a multimodal approach that allows students to hear, see, and interpret learning messages simultaneously (Pratama & Rudyanto, 2024). This finding expands on previous research that generally examined the impact of auditory or visual learning styles separately, showing that their combination is more adaptive to the dynamics of the classroom in the digital era, especially in Islamic Religious Education, which is rich in values, reflection, and conceptual understanding (Nugroho, 2025).

The presence of interactive media like YouTube videos plays a role as a catalyst that bridges auditory and visual learning styles with learning activity (Riyanti & Asih, 2020). This medium not only serves as a tool for delivering material but also facilitates attention, focus, and emotional involvement of the students

(Novela Sari et al., 2023). Unlike conventional learning, which tends to be one-way, YouTube videos offer a more contextual learning experience, bringing the learning closer to the students' daily lives, thus encouraging them to ask questions, engage in discussions, and reflect on the values of Islamic Religious Education and Character Education (Khoirudin et al., 2024; Munawir, Shofiyah Wardatul Jannah, 2024).

This finding aligns with previous studies emphasizing that the use of audio-visual media enhances student participation and learning activity (Nur et al., 2025; Ramadhan, Musthofa, Khoiril Mukmin, Apriani, & Darwis, 2024). However, this study goes beyond those findings by specifically positioning YouTube as an interactive medium tailored to the characteristics of auditory and visual learning styles (Fanilasari & Usman, 2023; Latifa, 2023). Therefore, this study not only confirms the effectiveness of audio-visual media but also demonstrates that this effectiveness is optimized when the media is consciously combined with students' learning style preferences (Marzuqoh, Sujadi, & Arigiyati, 2020; Supit, Melianti, Lasut, & Tumbel, 2023).

In the context of Islamic Religious Education and Character Education, the enhancement of learning activity has broader implications compared to other subjects. Activity not only reflects academic engagement but also serves as an indicator of the internalization of Islamic values and character formation (Firdaus, Kosim, & Subagiya, 2025; Rahmawati & Gumiandari, 2021). Through the auditory and visual learning styles supported by YouTube videos,

students do not just passively receive material but actively engage in understanding, interpreting, and connecting religious teachings to real-life contexts (Faulina, Bahan, Pai, & Visual, 2025; Nova Auliatul Azizah, 2024). This reinforces the position of Islamic Religious Education as a transformative process, not just a transfer of knowledge.

Previous research shows that auditory and visual learning styles, along with the use of learning media, have an impact on student learning activity, particularly in Islamic Religious Education and Character Education, where adjusting teaching methods to the characteristics of learning styles can enhance students' involvement in visual, verbal, mental, and emotional activities through a quantitative approach with questionnaire instruments and subjects at the secondary education level (Afandi & Zuraidah, 2020; Agusti, Sarmidin, & Alhairi, 2024; Nadiah et al., 2024; Setyawati, 2022; Syauky, Jannah, Zulfatmi, & Zubaidah, 2025). However, compared to previous research, which treated learning styles and media as independent variables, the novelty of this study lies in its integrative approach, which combines auditory and visual learning styles with an interactive digital platform-based medium—YouTube videos. This approach is relevant to the characteristics of today's generation of students, who are closely tied to technology and audiovisual content, thus contributing a new conceptual understanding that learning activity in Islamic Religious Education and Character Education can be significantly enhanced through alignment between learning styles, digital media, and the context of the subject matter.

Overall, the results of this study emphasize that, based on the distribution of questionnaires and instrument trials with 30 students, each research variable, initially consisting of 15 statement items, underwent validation testing, resulting in 6 valid items for the auditory learning style variable (X1), 6 valid items for the visual learning style variable (X2), and 7 valid items for the learning activity variable (Y), while invalid items were eliminated for not consistently representing the indicators. However, the instruments were still deemed valid and reliable based on the reliability test results with Cronbach's Alpha values above the minimum threshold. The revised instruments were then used in a study class of 40 students from a total population of 70 students in grade X, spread across 7 classes, ensuring that the data obtained were valid, reliable, and methodologically accountable. Subsequently, the questionnaire results, supported by statistical analysis, strongly demonstrated that auditory and visual learning styles, aided by interactive YouTube video media, have a significant and tangible effect on the learning activity in Islamic Religious Education and Character Education of students at SMA Negeri 3 Bandar Lampung. Auditory students tend to understand material through listening and verbal activity but are easily distracted by noise and weak in visual activities, while visual students tend to be organized and more easily understand material through visual presentations but struggle with verbal instructions and remain vulnerable to environmental distractions, which impacts the low indicators of oral and mental activities. However, the integration of auditory and visual

learning styles through interactive YouTube video media accommodates both characteristics simultaneously, increasing student engagement visually, verbally, mentally, and emotionally, as confirmed by the F-test results with a significance value of 0.000 ( $<0.05$ ) and a coefficient of determination of 0.517, indicating that 51.7% of learning activity is influenced by auditory and visual learning styles. Therefore, the implementation of auditory-visual learning styles, aided by YouTube videos, is relevant and effective in enhancing the learning activity of Islamic Religious Education and Character Education. There is a clear similarity between this study and previous research, which both examine the effect of learning styles on students' learning activity in Islamic Religious Education and Character Education, using a quantitative approach and questionnaire instruments for data collection. The similarity is also seen in the research subjects being at the secondary education level and focusing on auditory and visual learning styles as factors influencing learning activity. Previous research has shown that learning styles and media have a significant effect on student activity, reinforcing the findings of this study that auditory and visual learning styles are relevant in enhancing learning activity in Islamic Religious Education and Character Education.

In line with these quantitative findings, the results of the preliminary observation conducted at SMA Negeri 3 Bandar Lampung further strengthen the empirical relevance of this study. Prior to the intervention, Islamic Religious Education and Character Education learning had not optimally fostered students' learning activity, as reflected in the low levels

of oral and mental engagement, each recorded at only 13%. Students tended to be passive in asking questions, participating in discussions, and engaging in critical thinking processes. This condition was largely influenced by the dominance of lecture-based teaching methods and the limited use of instructional media confined to static PowerPoint presentations, which were insufficient in accommodating students' diverse learning styles. Auditory-oriented students exhibited weaknesses in visual processing (13%), while visual-oriented students experienced difficulty maintaining concentration in noisy learning environments (11%). After the implementation of learning that integrated auditory and visual learning styles supported by interactive YouTube video media, students' oral, mental, and emotional engagement increased significantly. The simultaneous presentation of sound and visual elements encouraged two-way interaction, improved learning focus, and reduced boredom, thereby shifting the learning process from a passive pattern toward a more active, interactive, and meaningful learning experience. Within the context of Islamic Religious Education and Character Education, learning styles function not as elements of ibadah mahdhah but as pedagogical means categorized under ibadah ghairu mahdhah. Ritual worship materials with fixed procedures—such as ablution, obligatory prayers, funeral prayers, fasting, zakat, and hajj rituals—are more effectively taught through the dominance of visual and kinesthetic learning styles to support procedural understanding and correct practice, with auditory learning serving a complementary role for verbal explanations of intentions,

recitations, and rulings. Conversely, flexible and contextual materials categorized as ibadah ghairu mahdhah, including moral values, character education, muamalah, Islamic cultural history, and religious moderation, are more optimally developed through a balanced integration of auditory, visual, and kinesthetic learning styles via value-based discussions, concrete examples, simulations, and behavioral habituation. This alignment confirms that the integration of auditory and visual learning styles supported by interactive media not only enhances learning activity empirically but also aligns pedagogically and normatively with the nature and objectives of Islamic Religious Education and Character Education.

## CONCLUSION

Based on the results of the study, it can be concluded that auditory and visual learning styles supported by YouTube interactive video media have a significant effect on the learning activity of Islamic religious education and ethics students at SMA Negeri 3 Bandar Lampung. The integration of these two learning styles is able to create learning that is more in line with the characteristics of students, thereby encouraging them to be more actively involved in verbal, mental, and attentional aspects during the learning process. YouTube interactive video media plays an effective role in bridging the needs of auditory and visual-based learning, making learning more interesting, contextual, and meaningful. Thus, this study confirms that the compatibility between students' learning styles and the use of interactive learning media is an important factor in increasing the learning activity of PAI and Budi Pekerti, while also contributing

significantly to the development of adaptive learning strategies in the digital era.

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