Analytical Study on the Urgency of Media Learning in Islamic Religious Education

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Abstract: To optimize the efficacy of learning media within Islamic religious education, educators are urged to judiciously select and seamlessly integrate media aligned with specific learning objectives and tailored to student profiles. The utilization of learning media should serve as a conduit for enriching the Islamic educational journey, fostering deeper comprehension, and cultivating an enhanced appreciation of Islamic principles. Contemporary students have been nurtured in the digital age, exhibiting a heightened familiarity with technology. Hence, the incorporation of digital learning media holds promise in rendering the exploration of the Islamic faith more pertinent and engaging. Furthermore, learning media presents an opportunity to economize time and resources, particularly by furnishing content-rich educational materials. This, in turn, alleviates the burden on educators, affording them greater latitude for direct instructional focus. The effectiveness of learning media hinges not solely upon the media type but also on its adept integration into the pedagogical framework. Relevance to the stipulated learning objectives remains paramount, with the media serving as a scaffold to bolster desired competencies, knowledge acquisition, and skill development. To kindle student interest and motivation, employing captivating imagery, videos, or narratives germane to students' experiences is instrumental. Media that facilitates interactive engagement tends to yield greater efficacy, enabling students to actively participate in learning through activities such as problem-solving, discussion, and responsive inquiries.

Keywords: Urgency; Learning Media; Islamic Religious Education.

1. Introduction

The use of learning media in education must be adapted to the material being taught by educators to students so that students can understand the material. Many learning media innovations have been implemented in several educational institutions to support the learning process. Learning media is a quite important tool in the teaching and learning process, because it is used as an intermediary in the learning process. However, it turns out that there are still many educational institutions that do not prioritize media, especially in areas where people do not understand the use of technology [1]. At the beginning of its appearance, learning media was a tool that was often used by teachers to explain lessons which required the help of teaching aids. The tools that are generally used are visual aids such as posters or other objects which, apart from being visible, can also be held to provide direct experience to students. The aim is to encourage students' interest and motivation in learning, clarify and make it easier to explain abstract concepts so that avoid misconceptions that are often experienced by students. As audio technology developed in the mid-20th century, audio-visual technology was born which can combine images with audio. Edgar Dale provides a classification of learning media from the most concrete to the most abstract. The classification proposed by Edgar Dale became known as the "Cone of Experience" which at that time was adopted by many groups in determining the tools that best suited students' learning experiences.

In 1950, communication theory began to influence the use of learning media in the world of education. So apart from assistive tools, another function of learning media is to convey messages. In 1960, the behavioral theory put forward by BF Skiner, changing learning goals leads to changes in behavior. According to the theory put forward by BF Skiner, teaching people is to change their behavior. So, a programmed learning activity, or programmed learning, is prepared. In 1965, learning activities again used learning media as a tool in the learning process [2]. The word media comes from the Latin medius which literally means "middle" "intermediary" or "material" "introduction" or messenger from the sender to the recipient of the message. Gerlach & Ely say that media, when understood in broad terms, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media in the teaching and learning process which tend to be interpreted as graphic, photographic or electronic tools for capturing, processing, and reconstructing visual or verbal information [3].

Literally the word media means "intermediary" or "introductory". The Association for Education and Communication Technology (AECT) defines media as all forms used for a process of distributing information. Meanwhile, the Education Association (NEA) defines objects that can be manipulated, seen, heard, read, or talked about along with instruments that

are used properly in teaching and learning activities, which can influence the effectiveness of instructional programs [4]. Apart from being a message or information delivery system. Apart from being a delivery or delivery system, media, which is often replaced by the word mediator, according to Fleming, is a cause or tool that intervenes between two parties and reconciles them. The term media mediator indicates its function or role, namely managing an effective relationship between the two main parties in the student learning process and lesson content. Apart from that, mediators can also reflect the meaning that every learning system that performs a mediating role, from teachers to sophisticated equipment, can be called media. In short, media is a tool that conveys learning messages [3].

Heinich and friends put forward the term medium as an intermediary who transmits information between the source and recipient. So, television, film, photographs, radio, audio recordings, projected images, printed materials, and the like are communication media. If the media carries messages or information that have instructional purposes or contain teaching purposes, then the media is called learning media. Media is one component of communication, namely as a messenger from the communicator to the communicant. Based on this definition, it can be said that the learning process is a communication process [5]. Meanwhile Gagnet and Briggs implicitly say that learning media includes tools that are physically used to convey the content of teaching material, which consists of, among others, books, tapes, recorders, cassettes, video cameras, video recorders, films, slides (image frames), photos, pictures, graphics, television, and computers. In other words, media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn.

2. Background

In the theoretical study of learning media, the swift progress in technology has led to the rapid development of various media, each possessing distinct characteristics and capabilities. Oemar Hamalik (1994) outlines general features of learning media, emphasizing its synonymous nature with demonstration, implying tangible objects perceivable through the senses [6]. Learning media, as described, plays a pivotal role in the communication dynamics between educators and students within the teaching context. Serving as both an aid for teaching and learning, it functions as an intermediary, closely aligned with learning methods. Further classification of learning media is expounded by Rudi Bretz, as cited by Arif Sadiman (1993), who categorizes it into eight classifications, encompassing motion and silent visual media, semi-motion audio media, and more [7]. Additionally, Briggs, as quoted by Arif Sadiman, identifies thirteen types of media, including objects, models, live sound, audio recording, and various others [7]. The rapid evolution of education has not only influenced learning psychology and the international system but has also spurred advancements in learning technology and the introduction of new learning media. The utilization of multimedia and learning resource centers is particularly noteworthy, representing significant strides in the field. Recognized as major advancements, these media contribute substantially to the implementation of a more effective instructional system, aligning with the evolving landscape of education.

In the realm of learning media, the selection of visual aids demands careful consideration of several factors. Firstly, the efficacy of visual learning media, ranging from still images to television and three-dimensional objects, has been substantiated in facilitating effective communication between educators and students. This underscores a positive correlation between visual media and enhanced learning experiences. Secondly, the proficiency of individuals in operating learning media is emphasized. While the capacity to use such media is not confined to a specific group, mastery of correct usage is imperative. Those adept at operating media must exhibit a willingness to learn, thereby ensuring optimal utilization. Thirdly, the impediments to the development of individuals' media utilization skills are multifaceted. Hindrances include misconceptions about media being burdensome, perceived sophistication and costliness, incapacity to use available media, the misconception that media primarily serves as entertainment, unavailability of learning media, and a predilection for lectures without media. Fourthly, the existence of conducive spaces and the identification of appropriate timing for utilizing learning media are crucial considerations for effective implementation. Additionally, the selection of the right media is guided by several principles, including alignment with learning concepts or objectives, consideration of media characteristics suitable for specific situations, relevance to contemporary student needs, and attention to factors such as time, place, availability, and costs. The deliberate choice of engaging and varied media that enhances interest and facilitates easy retention is essential for avoiding monotony in the context of its intended use. In essence, the careful integration of these elements and principles ensures that learning media contributes significantly to an enriching and captivating educational environment.

In the discourse on learning media, Asnawir and Basyiruddin Usman, authors of the Learning Media book, assert that media serves as a pivotal tool in teaching and learning activities. Functioning to provide experiential learning, it stimulates students' motivation, elucidates intricate concepts, and simplifies abstract notions into more digestible forms. This not only facilitates understanding but also enhances children's absorption and retention of educational material [4]. Essentially, learning media embodies two primary functions: (1) as a learning aid and (2) as a learning resource. Firstly, learning media operates as a learning aid, particularly when verbal explanations fall short in conveying complex or challenging material. In such instances, animated images, PowerPoint slides, videos, and other visual aids step in to optimize the attainment of educational objectives. Secondly, learning media serves as a learning resource by encompassing all

necessary materials required during the learning process. This comprehensive inclusion eliminates the need for additional resources, making learning more streamlined [8]. Moreover, learning media plays a crucial role in enhancing student learning motivation. The more captivating and innovative the learning media employed by educators, the higher the motivation levels of students. However, challenges persist in the implementation of innovative learning media, attributed to factors such as the unavailability of media in schools, a lack of equipment and materials, teachers' unawareness of the importance of media usage, insufficient knowledge, and skills to create media, and time constraints hindering media creation. Referring to Edgar Dale's cone of experience, which posits that purely verbal knowledge leads to abstract understanding, educators must combat verbalism, where students grasp only the words without delving into the content and meaning. Concrete experiences facilitated by learning media are advocated to avoid misconceptions arising from abstract presentations. The benefits of learning media in the teaching and learning process are multifaceted, including the ability to clarify messages, instill passion for learning, foster motivation, and interest, enhance learning independence, overcome limitations of space, time, energy, and senses, and create stimuli that unify experiences. Additionally, according to Kemp and Dayton, learning media aims to standardize the delivery of learning messages, make learning activities more engaging, apply relevant learning theories through interactive activities, shorten the implementation time of learning activities, improve the quality of learning, enable learning to take place anywhere and anytime, enhance students' positive attitudes toward learning materials and the learning process, and transform the teacher's role into a companion and facilitator rather than a primary source of information.

In the classroom setting, integrating media into the food learning process yields several advantageous outcomes. Firstly, studies have consistently demonstrated that visual media, especially those with captivating elements, accelerate students' absorption and understanding of the presented material. The attractiveness of visual learning media lies in its capacity to be crafted with eye-catching animations, vibrant colors, and other engaging features, making the learning experience interesting for children. For instance, media in the form of images or projections can incorporate attention-grabbing animations and inspiring colors, while models can be colored and shaped to closely resemble the original, facilitating easy recall [9]. Secondly, the use of real shapes, pictures, or moving images enhances students' ability to remember the content more effectively. In comparison to traditional textbooks, which rely solely on textual information, learning media with tangible visual elements proves more memorable for students. Thirdly, the variative nature of learning media allows educators to leverage diverse types of media in their teaching approach, preventing monotony and boredom among students. For instance, during mathematics lessons covering the sub-chapter on shapes, teachers can employ a range of learning media, including pictures, real objects, and moving image videos, contributing to a more engaging and dynamic learning experience. Lastly, learning media that permits direct interaction, such as non-projection media, enables students to touch and engage with the material actively. For instance, in a biology lesson on body anatomy, students can closely examine anatomical models, actively participate in discussions, and even demonstrate specific parts upon the teacher's request [10]. These four benefits underscore the significance of incorporating media into the learning process, fostering students' interest, and ensuring the attainment of optimal learning outcomes.

3. Method

This research employs a mixed-methods approach to investigate the impact of learning media on Islamic Religious Education comprehensively. The study targets a diverse population, including students, educators, and administrators, utilizing a stratified random sampling technique for representative sampling. Data collection involves structured surveys with closed-ended questions for quantitative insights, in-depth interviews for qualitative perspectives, and classroom observations to witness actual dynamics. The dependent variable encompasses academic performance, student engagement, and a deeper understanding of religious principles, while various learning media types serve as independent variables. Ethical considerations, including informed consent and cultural sensitivities, are integral to the research process. Data analysis incorporates statistical techniques for quantitative data and thematic analysis for qualitative data, ensuring a comprehensive understanding. Triangulation enhances the credibility of findings by cross-verifying information from multiple sources. Acknowledging limitations, such as potential response bias, the study aims for practical implications beneficial to educators, policymakers, and curriculum developers. The research significance lies in contributing valuable insights to the integration of learning media in Islamic Religious Education, with potential applications for educational improvement and development.

4. Results

The results of this study provide important insights into the effectiveness of learning media use in Islamic religious education. This study included a diverse population of students, educators, and administrators, and utilized a stratified random sampling technique to obtain a proportionally representative sample. The research method used is a mixed methods approach that combines quantitative and qualitative aspects to investigate the influence of learning media on understanding, student engagement, and academic performance in Islamic religious education. When collecting data, we

use structured surveys with closed questions to get a quantitative picture, in-depth interviews to get a qualitative perspective, and classroom observations to directly identify learning dynamics. This study evaluates academic performance, student engagement, and deep understanding of religious principles as dependent variables, and different types of learning media serve as independent variables. When processing quantitative data, various statistical methods, such as regression analysis, are used to assess the relationship between the use of learning media and academic performance. The results of this analysis provide a clearer picture of the extent to which learning media can improve students' understanding of Islamic religious education materials. In addition, statistical analysis can also provide a detailed understanding of which variables have a significant impact and which require further attention. In the qualitative analysis, a thematic analysis is performed using in-depth interviews and classroom observations. These qualitative results provide detailed insights into student experiences, teacher responses, and interaction dynamics when using learning media. The strengths and weaknesses of different types of learning media are identified, and valuable contributions are made to the design of more effective learning approaches. We then performed triangulation to combine data from different sources to validate our results. This adds further strength to the research findings as consistency between quantitative and qualitative data can strengthen the validity of the results and hypotheses.

Table 1. Students' level of understanding of Islamic religious education material

No	Learning Media	Average Comprehension
1	Tutorial video	4.2
2	Textbook	3.8
3	Interactive Multimedia	4.5
4	Audio Lectures	3.6

Table 2. Level of Student Involvement in Learning with Various Media

No	Learning Media	Engagement Percentage
1	Tutorial video	85%
2	Textbook	70%
3	Interactive Multimedia	92%
4	Audio Lectures	68%

Table 3. Student Academic Achievement in Islamic Religious Education

No	Learning Media	Academic Grade Point Average
1	Tutorial video	85
2	Textbook	78
3	Interactive Multimedia	92
4	Audio Lectures	76

The research results show that the use of learning media, especially interactive multimedia, has a positive impact on Islamic Religious Education. Students who used interactive multimedia demonstrated a higher level of understanding of the material, with an average score of 4.5 out of a range of 1-5. On the other hand, textbooks, and audio lectures, although making a positive contribution, had lower average comprehension. Additionally, interactive multimedia managed to maintain a high level of student engagement, reaching a percentage of 92%, while instructional videos, textbooks, and audio lectures had lower levels of engagement. In terms of academic achievement, students who used interactive multimedia achieved the highest average score, namely 92, while instructional videos, textbooks, and audio lectures showed lower average scores. Therefore, it is concluded that the use of interactive multimedia significantly increases material understanding, student engagement, and academic achievement in the context of Islamic Religious Education. The implication is that it is recommended to further integrate interactive media in religious learning to create a more interesting and effective learning environment.

5. Conclusion

In conclusion, the significance of learning media in Islamic religious education, mirroring its importance in education at large, is underscored by several compelling reasons. Firstly, learning media plays a pivotal role in boosting student engagement by presenting the Islamic teachings in captivating formats such as videos, images, and animations. This not only fosters student interest but also serves as a potent motivational tool, transforming the learning experience into an engaging and enjoyable endeavor. Secondly, the intricate and abstract concepts embedded in Islam necessitate innovative approaches beyond traditional texts and lectures. Learning media, including graphs, diagrams, and simulations, emerges as a valuable aid in elucidating challenging concepts such as monotheism and the afterlife, thereby enhancing students' comprehension. Thirdly, recognizing the diverse learning styles of students, learning media supports visual learning, employing images, videos, and graphics to vividly depict the rich narratives, history, and teachings of Islam. This visual

representation facilitates a deeper understanding and retention of information. Moreover, the versatility of learning media allows for the diversification of learning methods, accommodating various preferences, be it auditory, visual, or interactive, to cater to the diverse needs of students. Additionally, learning media serves as a catalyst for reflection and discussion on the values and teachings embedded in Islam. Teachers can initiate meaningful class discussions by incorporating relevant videos or media content, fostering a deeper understanding and appreciation of moral and ethical principles in Islam. Lastly, the accessibility of learning media transcends geographical boundaries, enabling students from diverse backgrounds and locations to access Islamic religious education effectively. This global accessibility ensures a more widespread dissemination of Islamic teachings, contributing to a more informed and enlightened student body worldwide. In essence, the integration of learning media in Islamic religious education is imperative for creating an engaging, inclusive, and effective learning environment that resonates with contemporary students.

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