The Use of Learning Media in Islamic Religious Education Learning to Grow Students' Interest in Learning

by Yuliharti Yuliharti

The Use of Learning Media in Islamic Religious Education Learning to Grow Students' Interest in Learning

Yuliharti
Universitas Islam Negeri Sutan Syarif Kasim, Riau, Indonesia
Correspondence Email: yulihartiabbaas245@gmail.com

Abstract

Islamic Religious Education known as PAI is one of the compulsory subjects taught in schools. However, PAI is less desirable and is considered boring by most students. To achieve the goals of Islamic religious education, in the learning process, teachers can use learning media to make it easier to teach the subject matter, and students more easily understand the lesson, therefore this study has the aim of how the use of learning media in Islamic religious education subjects can increase interest in learning student. This study uses a qualitative approach with descriptive analysis of research results. From the research, it was found that teachers who have competence, if they can choose the right methods and media in PAI learning with their characteristics, will be able to present learning in a solid formula. Learning will be fun for students to internalize religious values in PAI learning materials. Indirectly it can also motivate students to develop themselves and find beautiful pearls in Islamic religious education materials to shape their morals and character.
Keywords: Learning Media, Islamic Religious Education, Religious Values.

Abstrak

Pendidikan Agama Islam yang dikenal dengan PAI merupakan salah satu mata pelajaran wajib yang diajarkan di sekolah. Namun, PAI kurang diminati dan dianggap membosankan oleh sebagian besar siswa. Untuk mencapai tujuan pendidikan agama Islam, dalam proses pembelajaran guru dapat menggunakan media pembelajaran agar lebih mudah dalam mengajarkan materi pelajaran, dan siswa lebih mudah memahami pelajaran, oleh karena itu penelitian ini memiliki tujuan bagaimana pemanfaatan media pembelajaran. dalam mata pelajaran pendidikan agama Islam dapat meningkatkan minat belajar siswa. Penelitian ini menggunakan pendekatan kualitatif dengan analisis deskriptif hasil penelitian. Dari penelitian ditemukan bahwa guru yang memiliki kompetensi, jika dapat memilih metode dan media yang tepat dalam pembelajaran PAI dengan karakteristiknya, akan mampu menyajikan pembelajaran dalam formula yang solid. Pembelajaran akan menyenangkan bagi siswa untuk menginternalisasikan nilai-nilai agama dalam materi pembelajaran PAI. Secara tidak langsung juga dapat memotivasi siswa untuk mengembangkan diri dan menemukan mutiara yang indah dalam materi pendidikan agama Islam untuk membentuk akhlak dan akhlaknya.
Kata Kunci: Media Pembelajaran, Pendidikan Agama Islam, Nilai-nilai Keagamaan.

Introduction

The right learning process will lead to the success of learning outcomes, even though the outcomes are not the essence of teaching and learning activities. The existence of process standards in the learning process is absolutely in the learning process (Umami, 2018). Many experts formulate learning success standards with assumptions built based on experience and study of learning phenomena that develop according to their times. The formulation of learning standards from planning to

evaluation is more subjective (Budiman, 2013). No one has the right to claim that the formulation in his learning standard is the most correct and must be followed. Each lesson has its characteristics ranging from formulating learning objectives to implementing technical learning in the classroom (Hidayat & Syafe'I, 2018).

The teaching and learning process is a communication process. Teaching and learning communication in the classroom is a separate communication activity in which teachers and students exchange ideas to develop ideas and understanding (Masdul, 2012). Communication deviations often arise during teaching and learning activities so that ineffective and efficient communication will occur, among others, due to the tendency of teachers who have not been able to create effective learning media and the tendency of students who are not ready (Wahidin, 2017). Because the media's role in these activities extends beyond that of a mere presenter of information and attitude stimuli to also promote harmony in absorbing information, one strategy for addressing the problem is to incorporate more forms of media into classroom instruction (Sariah, 2012).

Learning outcomes can be improved by the strategic use of appropriate learning material in the classroom. Teachers can use media to help students visualize abstract ideas and encourage them to participate actively in class. Learning how to think critically and take action is facilitated by the media is an important skill for students (Amanullah, 2020). Consequently, media can facilitate the work of educators in imparting the required foundational skills to their students. Teachers can better utilize learning media when they are aware of their own learning needs and the challenges their students confront with the course material (Nurhidin, 2017). That's why it's important to tailor media creation to factors like subject matter, level of difficulty, available resources, and individual students. Teachers can take on the role of creators by making and using engaging, effective, and age-appropriate material with their pupils. However, it is important to stress that students should be the ones to use the learning material in the classroom (Karo-Karo & Rohani, 2018)

According to constructivist understanding, learning results from their construction (learners) as a result of their interaction with the learning environment. The construction of understanding in learning events can be through assimilation or accommodation. Essentially, assimilation and accommodation occur as a learner's effort to perfect or change the knowledge already in his mind (Masgumelar & Mustafa, 2021). The knowledge already possessed by the learner is often also termed preconception. The assimilation process occurs when there is a match between the new experience and the learner's preconceptions. At the same time, the accommodation process is a process of adaptation, evolution, or change that occurs due to the learner's new experiences that are not following his preconceptions (Supardan, 2016).

Based on the constructivism learning paradigm, the learning media principle occupies a strategic position in realizing optimal learning events. Optimal learning activity is one of the indicators to realize optimal student learning outcomes as well (Suryanto, 2012). Optimal learning outcomes are also a reflection of quality educational outcomes. Teachers who are prepared to take on a professional role in the classroom and the larger community are an essential resource for any high-quality educational system. Managing information and the environment to assist student learning activities, which includes learning media, is an essential part of a teacher's professional toolkit in today's increasingly technological classroom (Ramli, 2015).

In PAI learning, the use of learning media is a must because, without the media, it is certainly difficult for teachers to be able to convey learning messages properly. In addition, the development of science and technology also requires PAI learning media to be able to follow it so that the development of science and technology can also be implemented in PAI learning (Wahidin & Syaefuddin, 2018). However, the current awareness of teachers and educational institutions in using learning media is still lacking. It is proven that many teachers do not or have not used the media following the material or material being taught (Alwi, 2017). In teaching Islamic Religious Education, for example, many teachers use simple media, namely reading books and using the lecture method. This phenomenon causes PAI material for students to be less fun because the teacher teaching in the classroom is monotonous. Students feel bored and bored with PAI material and have difficulty absorbing and understanding the lessons delivered. The main cause is the lack of media use in teaching (Setiawan, 2019).

Along with the development of science and technology, it should increasingly encourage teachers, especially PAI teachers, to make updates in the use of technological results in the learning process. Teachers are required to be able to use the tools that can be provided by the school (Hasibuan, 2016). Teachers can at least use cheap and efficient tools which, although simple, in addition to being able to use the available tools, teachers are also required to be able to develop skills in making teaching media that will be used if the media is not yet available (Hilmi, 2017).

By looking at these arguments, the use of teaching media is very important and can help teachers facilitate the process of understanding students' subject matter. In addition, the learning facilities prepared by teachers to facilitate students' learning are very significant in their provision of teachers so that the learning process is more effective, and the quality of learning outcomes will increase. Related to that, teachers must be creative in preparing media and learning facilities to lead their students to become intelligent, creative human beings with strong religious integrity. Based on the causes and some of the problems above, the researchers are interested in using learning media in Islamic Religious Education learning to foster student interest in learning.

Method

In this study, the author used a qualitative methodology, which entails gaining insight into the phenomenon by considering how it is felt by the research subject (Moleong, 2012). The researcher employed a descriptive strategy in this investigation. According to Nazir (1999), the descriptive approach investigates the current state of a certain population, item, condition, theoretical framework, or category of events. The goal of this descriptive study is to provide a detailed and accurate account of the phenomenon being studied as depicted in the painting. The data is whittled down by the research's data reduction and data classification processes. The distilled information is displayed graphically, followed by a brief, descriptive summary.

Results And Discussion
Functions and Uses of Learning Media

Especially when it comes to picturing objects, the existence of learning media as a communicative medium between the instructor as the transmitter of information and the recipient of knowledge is crucial. According to demographics, several forms

of media reach students more effectively than others. Teachers will be more successful in their teaching if they choose material that is tailored to their pupils' individual traits. Specifically, the role of the media is to provide students with an accurate depiction of things that exist but are difficult to view directly through the use of images such as photographs, portraits, and slides.

Especially when it comes to picturing objects, the existence of learning media as a medium between the instructor as the transmitter of information and the recipient of knowledge must be communicative. Students' individual traits inform the media choices that work best for them. If teachers can tailor their media choices to their pupils' individual traits, they'll have a much easier time gaining mastery. Specifically, the role of media is to provide students with a true picture that must be utilized as a reference point for using media by making visible objects that exist but are difficult to see with the naked eye through the mediation of pictures, portraits, slides, and the like. When not taken into account, the media can be a useful tool for education, but when ignored, it can be a major roadblock to success (Rohani, 2019).

In the teaching and learning process, the functions of learning media, according to Nana Sudjana (1987), are:

a. Media use in the teaching process is not an additional function but has its function as a tool to create an effective teaching and learning situation.
b. Teaching media is an integral part of the overall teaching situation. This means that the teaching media is one of the elements that the teacher must develop.
c. Media in teaching its use is integral to the objectives and content of the lesson.
d. The use of media is not merely a means of entertainment that is used only to complete the learning process so that it attracts students' attention.
e. Media use in the learning process is prioritized to accelerate the learning process and assist students in capturing the understanding given by the teacher.
f. Media users in teaching are prioritized to enhance the quality of teaching and learning.

In more detail, the use of media in the learning process is:

a. Attract students' attention.
b. Help to accelerate understanding in the learning process.
c. Clarify the presentation of the message so that it is not verbalized (in the form of written or spoken words).
d. Overcome space limitations.
e. Learning is more communicative and productive.
f. Learning time is more conditioned.
g. Eliminate student boredom in learning.
h. Increase students' motivation to learn something / create a passion for learning.
i. Serving diverse student learning styles.
j. Increase the level of student activity/involvement in learning activities.

From the explanation above, it is concluded that the function of learning media is media that can display events that occur in a long time and can be presented in a short time. An event that is described must be able to transfer to the actual situation so as not to cause verbalism. Participation, observation, and direct experience have a huge impact on the learning experience pupils receive, so it's crucial that they be included in teaching and learning activities from the most concrete to the most abstract levels. When submitting a concept to students, it is preferable to submit a

concept that requires students to be actively involved in the process, as opposed to submitting a concept that merely involves students as observers. This justification for the efficacy of educational media rests on the belief that its use might provide students a more hands-on approach to their studies and boost their engagement.

It is possible to leverage a media's unique qualities to help choose the best ones for a learning experience. An argument Kemp puts out When choosing a medium for education, it is important to first determine what features are essential in the context in which the material will be used. The following details the common features of Islamic religious education medium.

1. Graphic Media

Graphic media is one visual medium that can channel information from the source of information to the recipient. Graphic media can serve to attract attention, clarify messages and illustrate messages. Graphic media are simple media that are relatively inexpensive, for example, charts/charts, pictures/photos, diagrams, graphics, posters, and comics.

2. Audio Media

Audio media is media that is closely related to hearing. Information is contained in auditive symbols, both verbal and non-verbal. In Islamic religious education subjects, materials can use audio media such as Al-Quran hadith, the history of the development of Islam, Arabic, and so on. Some examples of audio media are radio, language laboratories, and magnetic tape recorders.

3. Silent Projection Media

Still projection media (still projected medium) is a medium that has the same principle as graphic media. Still, in silent projection media, information is conveyed through a projector so that students can see it. Several types of stationary projection media include slides, serial films, OHP, television, opaque projectors, tachistoscope, micro projector, and microfilm. The teacher can convey materials through silent projection media, including Hajj, prayer, the Qur'an, Hadith, etc.

In addition to the media above, dramatization, demonstration, and the environment can be used as learning media. Dramatization is a teaching technique by teachers involving students in acting/dramatizing a situation. A demonstration is a technique carried out by the teacher to demonstrate a method or technique to students; at school, it can be done when the teacher demonstrates the correct way of ablution. Kinder suggests that the demonstration method is usually informal and effective with simple processes or complex projects16. The environment around us, whether at school or home, can be a source of learning. The environment used as learning media includes the school community environment, events that occur in the student environment, and used materials from household waste that can be processed into learning media.

Utilization of PAI Learning and Learning Media in Fostering Student Interest in Learning

Learning media have different characteristics. Errors in choosing media can make the benefits of the media used less than optimal. On the subject of commendable behavior, it will be more effective to use video or film media that will show people who behave commendably compared to posters of people who behave commendably. Several criteria need to be considered in choosing the right learning media, namely:

a. The media chosen should follow the learning objectives that have been set.

b. The selected media can explain the information or material to be delivered.
c. Availability of existing media in schools or the ability of teachers to design media.
d. Students' conditions, the selected media is adjusted to the students' conditions.
e. The costs incurred following the benefits obtained from using the media.

Furthermore, in the use of learning media in PAI, steps for developing learning media can be taken, including:

a. Analyze the needs and characteristics of students.
b. Formulate instructional objectives (instructional objectives) operationally and clearly.
c. Formulate detailed material items that can support the achievement of goals. 4. Develop success measurement tools.
d. Writing media scripts
e. Conduct tests and revisions.

Needs analysis is meant here to see the gap between the abilities, skills, and attitudes of students that we want with the abilities, skills, and attitudes of students they have. For example, the standard we expect is that students can memorize 25 names of prophets. Meanwhile, Semarang students have only mastered 15 names of the prophet, and there is a gap of 10 words. In other words, there is a need to teach the 10 names of the prophet to students.

Likewise, in the organization of corpses, students are expected to be able to organize corpses by bathing and to pray to bury corpses. Still, students' ability to exist is only limited to bathing corpses. The need for learning at that time was to teach praying and burying the bodies. For our media development program to run well, we must know what abilities, attitudes, and skills students must possess. By looking at the needs and comparing them with the abilities that are expected to be possessed by students, we can design media programs that are not too easy and not too difficult for students. Too easy media programs make students unmotivated and can make students bored. Vice versa, media programs that are too difficult will make students frustrated. Media programs that are too easy are media programs that contain most of the abilities, attitudes, and skills that students already have. Media programs that are too difficult are those in which students do not have the necessary skills, skills, and attitudes before using media programs. Therefore, before creating a media program, we must know the initial knowledge, skills, and attitudes as well as the prerequisites possessed by the students who are our program targets.

Formulating instructional objectives is very important to determine the direction and actions of media development that will be carried out. The formulated instructional objectives can be used to see the success or failure of our program. Several provisions in formulating instructional objectives include:

a. Instructional goals should be oriented toward the learner, not toward the teacher.
b. Instructional objectives should be made using operational verbs. Examples of operational verbs are distinguished, identity, compare, create, write, and so on.

General and specific instructional objectives are distinguished in formulating instructional objectives. General instructional objectives are the ultimate goal of instructional activity, while specific instructional objectives are the elaboration of general instructional objectives.

After formulating instructional objectives, of course, we must strive to develop instructional materials to achieve these goals. Developing instructional materials cannot be separated from what attitudes, abilities, and skills we expect from students.

The next activity is to formulate a measuring device. Measuring tools can be in the form of tests, assignments, or behavior checklists. The measuring device is formulated according to the objectives and the main points of the material that will be presented to students.

So that the material that has been formulated can be delivered to students, it needs to be described further and presented to students through the selected media. For instructional material to be delivered through the media, the material needs to be written in pictures or writings known as media scripts. Before the script is made, the treatment is written first. Treatment is a description in the form of an essay that describes the flow of the program presentation.

After the media script is made, it needs to be tested. The trial results can be revised to the media (if necessary), but if it does not require revision, then the media can already be used in implementing learning.

Conclusion

As learning motivators, teachers, including PAI teachers, must maximize their roles. Students are certain to enjoy learning if the proper learning strategy is selected, the lesson's aim is understood, and students are motivated. Learning media serve as a teaching and learning tool outside of the classroom. Learning media is a "medium" [media] used in the context of education and instruction. Consequently, learning media contain elements like a tool and method that are strongly tied to teaching approaches. It is crucial for Islamic religious teachers to comprehend and utilize learning media in order to attain the learning objectives that have been established. Students' verbal comprehension can be reduced with the use of e-learning tools.

References

Alwi, S. (2017). Problematika guru dalam pengembangan media pembelajaran. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 8(2), 145-167.

Amanullah, M. A. (2020). Pengembangan Media Pembelajaran Flipbook Digital Guna Menunjang Proses Pembelajaran di Era Revolusi Industri 4.0. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 8(1), 37-44.

Budiman, A. (2013). Efisiensi Metode dan Media Pembelajaran dalam Membangun Karakter Pembelajaran Pendidikan Agama Islam. *At-Ta'dib*, 8(1).

Hasibuan, N. (2016). Implementasi Media Pembelajaran Dalam Pendidikan Agama Islam. *Darul Ilmi: Jurnal Ilmu Kependidikan dan Keislaman*, 4(1).

Hidayat, T., & Syafe'i, M. (2018). Filsafat Perencanaan Dan Implikasinya Dalam Perencanaan Pembelajaran Pai Di Sekolah. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 21(2), 188-205.

Hilmi, H. (2017). Efektivitas penggunaan media gambar dalam pembelajaran bahasa arab. *Lantanida Journal*, 4(2), 128-135.

Karo-Karo, I. R., & Rohani, R. (2018). Manfaat media dalam pembelajaran. *AXIOM: Jurnal Pendidikan Dan Matematika*, 7(1).

Masdul, M. R. (2018). Komunikasi pembelajaran. *IQRA Jurnal Ilmu Kependidikan Dan Keislaman*, 13(2), 1-9.

Masgumelar, N. K., & Mustafa, P. S. (2021). Teori Belajar Konstruktivisme dan Implikasinya dalam Pendidikan dan Pembelajaran. *GHAITSA: Islamic Education Journal, 2*(1), 49-57.

Moleong, L. J. (2011). *Metodologi Penelitian Kualitatif.* Bandung: Remaja, Rosdakarya.

Nana Sudjana. (1987). *Dasar-Dasar Proses Belajar Mengajar.* Bandung: Sinar Baru Algensindo.

Nazir, M. (1999). *Metode penelitian sosial.* Jakarta: Bina Aksara.

Nurhidin, E. (2017). Inovasi Pembelajaran Pendidikan Agama Islam (PAI) Melalui Pemanfaatan Media Pembelajaran Kontekstual Dan Pengembangan Budaya Religius Di Sekolah. *Kuttab: Jurnal Ilmu Pendidikan Islam, 1*(1).

Ramli, M. (2015). Rancangan Media Pembelajaran Pendidikan Agama Islam. *Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam, 5*(2).

Rohani, R. (2019). *Media pembelajaran.* Medan: UIN Sumatera Utara.

Sariah, A. A. H. (2012). *Penggunaan Lembar Kerja Siswa (LKS) dan Hubungannya Dengan Minat Belajar Pada Bidang Studi Pendidikan Agama Islam (PAI) di SDN 2 Halimpu Kabupaten Cirebon* (Doctoral dissertation, IAIN Syekh Nurjati Cirebon).

Setiawan, A. (2019). Merancang media pembelajaran PAI di Sekolah. *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan dan Kemasyarakatan*, 223-240.

Supardan, H. D. (2016). Teori dan praktik pendekatan konstruktivisme dalam pembelajaran. *Edunomic Jurnal Pendidikan Ekonomi, 4*(1).

Suryanto, F. (2012). Pelaksanaan Pembelajaran Praktek Produktif di Sekolah Menengah Kejuruan. *Jurnal Penelitian Ilmu Pendidikan, 5*(2).

Umami, M. (2018). Penilaian Autentik Pembelajaran Pendidikan Agama Islam dan Budi Pekerti dalam Kurikulum 2013. *Jurnal Kependidikan, 6*(2), 222-232.

Wahidin, U. (2017). Interaksi Komunikasi Berbasis Media Pembelajaran dalam Proses Belajar-Mengajar. *Edukasi Islami: Jurnal Pendidikan Islam, 4*(07), 197.

Wahidin, U., & Syaefuddin, A. (2018). Media Pendidikan dalam Perspektif Pendidikan Islam. *Edukasi Islami: Jurnal Pendidikan Islam, 7*(01), 47-66.

The Use of Learning Media in Islamic Religious Education Learning to Grow Students' Interest in Learning

20%
SIMILARITY INDEX

17%
INTERNET SOURCES

11%
PUBLICATIONS

9%
STUDENT PAPERS

3%

★ journal.uinsi.ac.id
Internet Source

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		