



Utilization of Islamic Religious Education Learning Media

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ABSTRACT

The existence of instructional media which is considered important, shows that the media does not only act as a teacher's tool in the learning process, but is also an integral part of the learning

system itself. Therefore, success in using media depends on the appropriate use of media. In choosing media, it takes the ability and accuracy of the teacher to design and implement it in learning. So that teachers can create a learning atmosphere that attracts attention by utilizing creative, innovative and varied learning media.

Keywords: Learning Media, Selection, Urgency

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Introduction

The progress of a nation is influenced by the education of its people. Furthermore, education according to Mulyasana quoted by Nurul Hidayat (2: 2013) is a conscious effort made by families, communities, and the government through lifelong guidance, teaching and training activities in order to produce people who are ready to fight to play a role in the future. come.

According to Law Number 20 of 2003 concerning the National Education System Article (1), it states that learning is a process of interaction between students and educators and learning resources in a learning environment. The teaching and learning process is essentially a communication process, namely the process of delivering messages from the source of the message through a certain channel or media to the recipient of the message. Communication will go well with the delivery media or known as the media. Therefore, in teaching and learning activities the media has an important role.

Nunu Mahnun (28: 2012) defines media with all intermediaries that function to carry messages and information from the source to the recipient of the message that occurs during the learning process. with the media is expected to help teaching and learning activities to be more optimal and effective.

Islamic Religious Education which is part of the national education system, as a conscious effort in the form of guidance, teaching or training activities that are carried out consciously on the goals to be achieved (Muhaimin 76:2008). So far in the implementation process there have been many criticisms. One of them is a learning method that is still done traditionally.

The rapid development of technology has a significant effect on the world of education. One of them is the emergence of several learning media, so that teachers are required to be able to know and understand the use of learning media as well as possible so that learning objectives can be achieved optimally. Artikel ini mencoba mengulas kemanfaatan pemilihan media lebih luas lagi, mengenai istilah media pembelajaran, kriteria, prinsip, langkah pemilihan dan urgensi.

Islamic Religious Education Learning Media

Literally the word "media" comes from the word "medium", which literally means "intermediary or introduction" Syaiful Bahri Djamarah and Aswan (120: 2006). In Arabic, the



media is an intermediary (وسائل) or an introductory message from the sender to the recipient of the message. Azhar Arsyad (3:1997).

Miarso (1989) reveals everything that can be used to channel messages that can stimulate students' thoughts, feelings, attention, and ability to learn. In addition, Gagne added that the media includes various types of components in the student environment that can stimulate students to learn.

The National Education System Law No. 20 of 2003 states that "learning" is a process of interaction between students and educators and learning resources in one learning environment. Another opinion expressed by Sutiah (8:2003) according to him that learning is an effort to teach students through the activities of selecting, determining and developing optimal learning methods to achieve the desired results. Complementing the information above, Ahmad Zayadi (9;2004) states that learning is an effort to teach a person or group of people, but he adds that these efforts are carried out through various strategies, methods and approaches towards achieving the planned goals. Learning can also be seen as a teacher activity programmed in instructional design to make students learn actively which emphasizes the provision of learning resources.

With the learning process, students are developed as the goals implied in the educational goals. Therefore, in order for the goal to take place effectively, the teacher is expected to be able to carry out kbm in a conducive manner.

Miyarso (458: 2009) defines learning media as anything that can be used to channel, deliver and deliver messages and can stimulate students' thoughts, feelings and will so as to encourage a purposeful and controlled learning process. So PAI learning media are everything that can be used to channel messages and can stimulate thoughts, feelings and interests for the learning process to occur in order to realize PAI learning objectives effectively.

Media Selection

The selection of media in learning can affect the process and results to be achieved. Therefore, the selection of media must be done carefully. In choosing the media to be used, it should not be done arbitrarily, but adjusted according to certain criteria according to the purpose. Inaccuracies in the selection will result in the failure of the objectives to be achieved. Active learning is supported by the use of varied learning media and learning management that allows students to learn actively and have fun (Suheri, Citra K, 2018)



Nana Sudjana In general, the criteria that must be considered in the selection of learning media are described as follows.

- a. Aim. Formulation of learning objectives, competencies to be achieved? Does the goal fall into the realm of cognitive, affective, psychomotor or a combination thereof? What type of sensory stimulation is emphasized: is it sight, hearing, or a combination thereof? If it's visual, does it need movement or is it still visual enough? The answer to that question will lead us to certain types of media, whether audio media, still visuals, motion visuals, motion audio visuals and so on.
- b. Target students. Who are the target students who will use the media?, what are their characteristics, how many are there, what is their social background, is there anyone with a disability, what is their motivation and interest in learning?, and so on. If we ignore these criteria, then the media we choose or create will not be of much use. Why?, Because in the end it is this target who will benefit from our chosen media. Therefore, the media must be properly suited to their conditions.
- c. The characteristics of the media concerned. What are the characteristics of the media? What are the strengths and weaknesses, is the media we will choose appropriate with the objectives to be achieved? We will not be able to choose the media properly if we do not know the characteristics of each media well. Because the activity of choosing is basically an activity of comparing with each other, which one is better and more suitable than the other. Therefore, before determining a particular type of media, understand well what the characteristics of the media are.
- d. Time. What is meant by time here is how long it takes to procure or create the media that we will choose, and how much time is available / do we have, is it enough?, Another question is, how long does it take to present the media and how much How long is the allocation of time available in the learning process? There's no point in choosing good media, but we don't have enough time to do it. Don't let it happen, the media that we have created takes up a lot of time, but when it is used in learning it turns out that we lack time.
- e. Cost. The cost factor is also a determining question in choosing media. Isn't the use of media basically intended to increase the efficiency and effectiveness of learning. What does it mean to use media, if the result is waste. Therefore, the cost factor is a criterion



that we must consider. How much do we need to make, buy or rent the media?, Can we afford the cost / is the cost balanced with the learning objectives to be achieved?, Is it impossible for the learning objectives to still be achieved without using the media, are there other media alternatives? which is cheaper but still able to achieve the learning objectives?, Media that is expensive, is not necessarily more effective for achieving learning objectives, compared to cheap simple media.

- f. Availability. Ease of obtaining media is also our consideration. Is the media we need around us, at school or in the market? If we have to make it ourselves, is there the ability, time, effort and means to make it? . For example, to explain the process of the occurrence of a solar eclipse, it will be more effective if it is presented through video media. However, because the school does not have electricity or does not have a video player, it is sufficient to use solar eclipse props.
- g. Context of use. The context of use means the conditions and strategies for how the media will be used. For example: is it for individual learning, small groups, large groups or mass? In this case we need to plan an overall learning strategy that we will use in the learning process, so that when and how the context of using the media in learning is illustrated.
- h. Technical quality. This criterion is mainly for selecting/buying ready-made media that already exists, for example audio programs, videos, graphics or other print media. What is the technical quality of the media, is the visuals clear, attractive and appropriate? Is the sound clear and pleasing to the ear? Don't let it be just because we want to use media, then we force the use of less quality media. It should be remembered that if the media program only promises something that teachers can do better, then we no longer need to use the media.

In selecting media For this type of media by design, several methods have been developed for selecting media. In this selection process, Anderson (1976) proposed a media selection procedure using a flowchart approach. In the process he proposed several steps in the selection and determination of the type of media determination, namely:

- a. Determine whether the message that we will convey through the media is a learning message or just general information/entertainment. If it is just general information, it will be ignored because the procedure was developed specifically for the selection of media that is / for learning purposes.



- b. Determine whether the media is designed for learning purposes or just a teaching aid for teachers (props). If it's just a prop, the process is also terminated (ignored).
 - c. Determine whether the learning objectives are more cognitive, affective or psychomotor.
 - d. Determine the type of media that is suitable for the type of goal to be achieved, taking into account other criteria such as policies, available facilities, production capabilities and costs.
 - e. Reviewing the type of media that has been selected, whether it is appropriate or there are still weaknesses, or there are other more appropriate alternative types of media.
- Planning, developing and producing

after the selection of the next media is to use it. Good media does not necessarily guarantee success if it is not used as well as possible. The following are the principles that we need to pay attention to in the use of learning media:

- a. Each type of media, has advantages and disadvantages where there is no one type of media that is suitable for all learning processes and can achieve all learning objectives. For example, there is no one type of medicine that works for all types of diseases.
- b. The use of several types of media in a variety of ways is necessary. However, please keep in mind that the use of too much media at once in a learning activity will confuse the learner and will not clarify the lesson. Therefore, use the media as necessary, do not overdo it.
- c. The use of media must be able to treat learners actively. it is better to use simple media that can activate all learners rather than sophisticated media but actually make our learners wonder passively.

The urgency of choosing Islamic Religious Education media

1. Teaching and learning activities can be carried out in various forms. One of them is by using learning media. with the media can help teachers in transferring knowledge and teaching students (Rafiudin, 147: 2017).
2. the media has an important role in the learning process, the lack of clarity of the material presented can be helped by presenting the media as an intermediary. At first the media were only as a tool in the learning process, namely in the form of facilities that could provide visual experiences to students in order to motivate, and the complexity of the material presented could be simplified with the help of the media. in addition to clarifying the media, it also helps to concretize abstractions (zaenal 162: 2018). For



example, in the case of PAI learning with audio-visual media, students can see the process of treating corpses. can also show a very large shape like the Kaaba.

3. According to khalilullah (47:2003) learning media is very important considering several elements:
 - a. Attract students
 - b. Improve students' understanding of learning materials
 - c. Provide strong and reliable data
 - b. Compressing information
 - c. Make it easier to interpret the data

In general, Kisbiyanto in his journal mentions the importance of media in learning, including:

1. The media can overcome various limitations of students' experiences. The experiences of each individual are diverse because family and community life greatly determines the kinds of experiences they have. Two people who live in their environment will have different experiences. In this case the media can overcome these differences.
2. The media can overcome the classroom. Many things are difficult for students to experience directly in the classroom, such as objects that are too big or too small, the observed movements are too fast or too slow. So through the media will be able to overcome these difficulties.
3. The media allows direct interaction between students and the environment.
4. The media produces uniformity of observations. Observations made by students can be jointly directed to things that are considered important in accordance with the objectives to be achieved.
5. The media can instill the correct, concrete and realistic basic concepts. The use of media such as pictures, films, models, graphics and others can provide the correct basic concept.
6. Media can generate new desires and interests. By using media, children's experiences can be wider, perceptions are sharper and concepts are automatically more complete so that new desires and interests in learning always arise.

Conclusion

Media is part of the learning component, the benefits and functions of media in learning are felt by both educators and students. The success of the media in improving the quality of student learning is determined by the teacher's ability to choose the media to be used. There are several aspects in media selection that need to be considered, such as media criteria, principles of use and selection steps.



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