

## The Analysis of Learning Media in Islamic Religious Education: Definition, Functions, Principles, and Classification

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Article Info	Abstract
<p><b>Article history:</b> Received: June, 06, 2035 Revised: June 08 2025 Accepted: June, 15, 2025</p> <hr/> <p><b>Keywords:</b> Instructional Media, Islamic Religious Education, Da'wah</p>	<p>This study aims to analyze instructional media in Islamic Religious Education (IRE), focusing on its definition, functions, principles, and classification. A library research approach was employed to gather relevant literature and examine various types of media used in IRE. The findings indicate that instructional media in IRE serves not only as a technical aid but also as a tool for da'wah (Islamic preaching) and the transmission of values. The media helps accommodate diverse learning styles, particularly visual learning, through interactive formats. Key functions include capturing attention, increasing interest, facilitating understanding, and aiding students with learning difficulties. The effective use of media is guided by principles such as simplicity, clarity, and alignment with students' needs. Media utilization is also influenced by philosophical, psychological, empirical, and technological aspects. The study classifies media into three categories: audio, visual, and audiovisual, and emphasizes the need for innovative, value-based development to meet the demands of contemporary learners.</p>
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### A. Introduction

Learning media has a very important role in the educational process because it can affect various aspects of learning, such as focus, interest, mindset, and emotions of students. Thus, learning media is one of the determining factors in achieving learning goals (Safaruddin et al., 2024). In the context of Islamic Religious Education (PAI), learning media not only functions as a technical tool that facilitates the teaching and learning process, but also plays a very important role in spreading da'wah and internalizing Islamic values to students. This function is becoming increasingly relevant and crucial in the midst of the challenges of modern education which is characterized by the diversity of student learning styles and rapidly developing technological advancements.

Along with the development of methods and technology in the world of education, it is important for educators to adapt learning media that suits the characteristics and needs of students. Each student has a different learning style, some are more dominant in visual, auditory, or kinesthetic learning styles. Therefore, learning media serves as a bridge that connects teaching materials in a way that is more interactive, interesting, and easy for students to understand. The right media is able to

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provide a more dynamic and engaging learning experience, which will increase students' understanding of the material being taught. In the context of PAI, the use of appropriate learning media can help students understand the teachings of Islam more deeply and applicatively, as well as form characters that are in accordance with the Islamic values that they want to instill in them.

However, although the use of learning media has been proven to be effective in supporting the teaching and learning process, the reality on the ground shows that the use of learning media in many classrooms, especially in the context of PAI, is still not optimal. Many educators still rely on traditional learning methods that are often no longer relevant to the needs and development of today's students. For example, the use of lectures or dominant memorization methods, without being supported by media that supports more varied and creative learning styles, often makes students less interested and difficult to understand the material well. In fact, by utilizing existing technology and media, learning can be done in a more interesting way and in accordance with the times.

For this reason, a more in-depth analysis of the concepts, functions, principles, and classification of learning media in PAI is needed. This research aims to explore and understand more about how learning media can be used effectively in the context of PAI, so that it not only supports the quality of learning pedagogically, but is also more relevant and rooted in the religious values that want to be instilled in students. Through a literature study approach, this study will examine various references related to the use of learning media in PAI, be it in the form of audio, visual, or audiovisual media, as well as basic principles that must be considered in its application. By understanding these various aspects, it is hoped that educators can optimize the use of media in each learning session to achieve better educational goals, both in terms of skills, knowledge, and the formation of students' character in accordance with Islamic teachings.

## **B. Methods**

This study uses a descriptive qualitative approach with literature study techniques. A descriptive qualitative approach was chosen to understand and explain the phenomenon related to the use of learning media in Islamic Religious Education (PAI). This method does not aim to test a specific hypothesis, but rather to explore and describe the meaning behind the use of learning media, its functions, principles, and classification in the context of PAI. The focus of this research is to explain how learning media can support an effective learning process that is relevant to the characteristics of students and Islamic values that are to be instilled.

The descriptive qualitative method is used to reveal social phenomena in depth without any manipulation of the variables studied. This research will describe phenomena that occur systematically and factually based on data obtained from various sources. Through this approach, the researcher will analyze the understanding of the use of learning media in PAI, as well as identify various media principles and classifications that can improve the quality of learning.

Literature study techniques are the main method in data collection. Literature studies are used to examine various relevant references, such as scientific journals, books, articles, documents, and online news related to learning media in PAI. Using this technique, researchers can gain a conceptual and theoretical understanding of the role of learning media in PAI, as well as the relationship between media principles and the ongoing learning process. The researcher will also explore how different types of media (audio, visual, and audiovisual) can affect students' interests, understanding, and character development in the context of religious education.

The data sources used in this study are secondary data obtained from various articles, scientific journals, books, and secondary observations, such as video documentation or online content relevant to the use of media in education. This secondary data was collected by other parties previously for different purposes, but remained relevant to the topics discussed in this study. With this approach, it is hoped that this research can provide a more comprehensive picture of the role of learning media in Islamic Religious Education, as well as its impact on the learning process and the formation of students' character.

Through the use of descriptive qualitative methods and literature study techniques, this research aims to provide deeper insight into the concepts, functions, principles, and classification of learning media in PAI. The researcher hopes to gain a more complete understanding of how learning media can be used effectively in supporting the achievement of the goals of quality Islamic religious education.

### **C. Result and Discussion**

#### **Definition of Learning Media in PAI**

The use of learning media in the teaching and learning process of Islamic Religious Education (PAI) has a real influence on improving the quality of learning in the classroom. When the media is tailored to the needs and character of the students, this can encourage active involvement of students in learning activities. They are no longer just passive recipients of information, but appear more enthusiastic, communicative, and easier to understand the religious material delivered by the teacher. Learning media is any form of tool or means that are used as a liaison between teachers (teachers) and students (students) in order to convey information or subject matter.

The main purpose of using this media is to provide learning stimuli to students so that they are more motivated and able to follow the learning process thoroughly and meaningfully. In this definition, there are five main elements that make up the concept of learning media. First, the media functions as an intermediary in conveying messages or materials in teaching and learning activities. Second, media can play a role as a learning resource that supports students' understanding. Third, the media is a tool that can arouse students' enthusiasm and motivation to learn. Fourth, media functions

as a means that helps achieve maximum and meaningful learning outcomes. Fifth, media is also used to train and improve students' skills. If these five components are used in an integrated and harmonious manner, then learning media will make a great contribution to the success of the teaching and learning process and the achievement of learning goals as planned (Hasan, 2021).

In the view of Islamic Religious Education (PAI), learning media is not only seen as a technical tool, but also as an important means of conveying da'wah and transforming Islamic values. Media in PAI learning must be able to strengthen students' understanding of religious teachings, form noble character, and bring students closer to Allah SWT. Therefore, the selection and use of media in PAI needs to pay attention to the content of Islamic values, both in terms of content and how they are conveyed. In the PAI learning process, obstacles are often found related to the learning style of students, especially those who have visual tendencies. Students with visual learning styles have an easier time understanding information through visual elements such as pictures, diagrams, or illustrations. Unfortunately, PAI learning methods that still rely heavily on conventional approaches and tend to be monotonous are often unable to accommodate this type of learning needs, so the learning process becomes less effective and boring (Sugiyono, 2016).

This is where interactive learning media plays an important role. The use of interactive media can be a solution to answer these challenges. Through the integration of modern technology that presents a combination of images, sounds, and practical simulations, interactive media is able to cover a variety of learning styles, including visuals. The visual elements displayed in this medium can be easily absorbed by visual students, thereby increasing their ability to grasp and understand the material. More than that, interactive media provides a more enjoyable and memorable learning experience. Visual learners can remember information longer because they gain a concrete learning experience through direct observation of images or visualizations in media. Thus, the role of interactive media in PAI learning is not only as a technical tool, but also as a bridge between the learning characteristics of students and the material being taught, thereby increasing effectiveness and absorption in the learning process (Asela, 2020).

### **Function of Learning Media in Islamic Religious Education (PAI) Classroom**

The learning process includes various important elements, one of which is learning media. In the context of Islamic Religious Education (PAI), the media plays a crucial role as a means of support that is able to facilitate the flow of teaching and learning activities. In addition, the media also functions to increase effectiveness in achieving learning goals, especially in conveying the values of Islamic teachings in a more interesting, easy-to-understand, and meaningful way for students. The right use of media can create a more lively, active, and interactive learning atmosphere, making it easier for students to absorb the material delivered by the teacher.

According to Nasruddin Hasibuan in his journal, the presence of learning media functions as a communication bridge between teachers as conveyors of information and students as recipients of information. For this process to be effective, the media used must be able to support communication visually, especially in conveying objects or concepts that are difficult to explain with just words. Each type of media has its own advantages that can be adjusted to the characteristics of students. Therefore, the selection of the right media and in accordance with the student's learning style will greatly support the success of teachers in the learning process (Hasibuan, 2020).

Levie and Lentz (2021) stated that visual media in learning has four main functions. First, the function of attention that is at the core of visual media, namely its ability to attract and direct students' attention to focus on the subject matter presented, both through images and accompanying text. Second, affective function is reflected in students' enjoyment and comfort when learning with the support of illustrated texts, thereby increasing their interest in learning. Third, cognitive function that shows that the use of symbols or images can help students understand and remember the messages contained in the learning material more effectively. Fourth, compensatory functions which means visual media are able to provide additional context that helps students who have difficulty reading to organize and remember information in the text better.

Thus, visual media not only enriches the learning experience but also improves students' overall understanding and memory. The use of media that suits the needs and learning styles of students can optimize the learning process, making it more effective and engaging. This is especially important in Islamic Religious Education, where complex religious values need to be conveyed in a way that is easy to understand and well accepted by students.

### **Principles of Use of Learning Media**

In choosing and using learning media, especially visual media, teachers need to pay attention to several important principles so that their use is effective. The visual media used should be simple, clear, and can emphasize the main information related to the subject matter, so that the learning process can run smoothly. The use of graphs is also recommended to provide an overview of the material before discussing the sections in detail, assisting students in better organizing the information. Additionally, visual repetition and students' involvement in the learning process can improve their memory.

Pictures and diagrams are used to clarify the difference in concepts and make it easier to understand complex material. Therefore, it is important to avoid the use of unbalanced visuals and always prioritize clarity and precision so that the message conveyed can be easily understood. The projected visuals should be easy to read, with important elements contrasting against the background, so that the information can be properly managed by students. In addition, the captions on the image

need to be well prepared, while the use of colors and shadows must be realistic and used effectively to attract attention and distinguish important components of the material.

The effectiveness of visual media also depends on the simplicity of the number of objects and actions displayed, as well as realistic depictions so as not to cause double interpretations that can distract students. All of these principles aim to make it easier for students to understand the subject matter thoroughly. Therefore, media must be chosen based on the needs of students, not solely for the convenience of teachers. Often, media is prepared only for the benefit of teachers, for example the use of OHP (Overhead Projector) without paying attention to the principles of proper learning media, which results in full transparency of the writing without focusing on the core of the message to be conveyed. Therefore, teachers are highly encouraged to always consider these principles so that the media used remains effective and optimal in supporting the learning process.

### **Cornerstone of Learning Media Use**

In order for the teaching and learning process to take place effectively and efficiently, the selection of the right media is very necessary. The accuracy of the selection of this media depends on the learning objectives, the content of the material delivered, and the characteristics of the students who participate in the learning activities. In this case, Sadiman (1990, in Rohani, 2020) stated that there are four basic foundations in the use of learning media that need to be considered. The first foundation is philosophy, which emphasizes that although there is an assumption that technology in learning can reduce human values, learning media actually gives students the freedom to choose according to their characteristics. This is important because the main key in learning is the attitude of teachers who appreciate the uniqueness and motivation of each student. By choosing the right media and methods and paying attention to students' perceptions, the learning process will remain humane and effective. Arsyad (2011) also mentioned that media allows students to choose a way of learning that suits their style, which can ultimately improve the quality and outcomes of learning.

The second foundation is psychological, which explains that learning is a complex and unique process, involving the physical and mental aspects of the individual. Each student's learning behavior is different, according to characteristics such as learning style, interests, and intelligence. Therefore, learning strategies and media must be tailored to the characteristics of each student to be effective. Mayer (2005) revealed that learning media that suits students' learning styles can help strengthen students' cognitive processes by facilitating better information absorption. Students with visual learning styles, for example, need more visual stimuli such as pictures or videos, while auditory students need more sound stimuli such as recordings or lectures. Thus, the selection of the right media can increase student attention, clarify the material, and adjust to the student's experience to create more optimal learning.

The third foundation is empirical, which shows that the use of learning media that is in accordance with students' learning characteristics can significantly improve learning outcomes. Research conducted by Clark (2001) revealed that students with visual learning styles are more effective in using visual media such as images or videos, while students with auditory learning styles are more helped by sound media. Even the use of audio-visual media can benefit both types of students. Therefore, the choice of media should be based on the suitability between the characteristics of students, subject matter, and media, not only on the teacher's preference. This will make learning more effective and in accordance with the needs of students.

The last cornerstone is technology, which explains that the main purpose of learning technology is to make the learning process easier for students. According to Heinich et al. (2002), experts develop various learning media that are tailored to the characteristics of students through research, design, production, evaluation, and dissemination of these media. Media will be more effective if used according to the characteristics and learning needs of students. With the right media selection, the learning process becomes easier and optimal for each individual. Technology can also enrich students' learning experiences, provide wider access to learning resources, and support more interactive and collaborative learning.

#### **D. Conclusion**

Based on the discussion of the basis for the use of learning media in Islamic Religious Education (PAI), it can be concluded that the selection and use of appropriate media greatly affects the effectiveness of the learning process. The four foundations which include philosophy, psychology, empirical, and technology provide clear direction on how learning media should be adapted to the characteristics of students and learning materials. Philosophically, learning media provides freedom for students to choose learning methods that suit their needs and learning styles, which supports humanistic and effective learning. From a psychological perspective, the importance of media that is tailored to students' learning styles can strengthen students' understanding and memory. Based on empirical evidence, the right media can significantly improve learning outcomes, especially if they match the characteristics of the student. Finally, in terms of technology, the use of technology in learning can enrich students' learning experiences and provide wider access to support interactive and collaborative learning. Therefore, the selection of the right learning media must be based on the characteristics of the students, the learning objectives, and the material being taught to achieve optimal learning outcomes.

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