



## The Impact of Visual Media on Enhancing Students' Comprehension of Islamic Religious Education Lessons

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### Abstract

Teachers must employ ingenuity in developing multimedia and instructional resources to foster greater student engagement and participation in the learning process. Visual media in Islamic education helps enhance students' comprehension of Islamic concepts. Several challenges must be addressed when using visual media in Islamic education. Several challenges that may arise include restricted access and inadequate facilities, insufficient instructor innovation, poor student comprehension, and inadequate school support. To surmount these challenges, it is imperative to undertake measures such as enhancing accessibility and resources, fostering teacher innovation, deepening student comprehension, and bolstering school support. This research employs quantitative methodology, collecting quantitative data by administering Google Forms to Public High School 4 Tarakan students. Utilizing picture media in Islamic Religious Education subjects has been found to enhance student comprehension, as evidenced by the results of this study. Visual media can enhance comprehension, reinforce retention, and facilitate knowledge acquisition. Image media enhances students' comprehension of Islamic Religious Education topics. Visual stimuli can enhance comprehension, reinforce retention, and cultivate student engagement in the educational endeavour. Teachers are responsible for selecting appropriate instructional methods and media, as failure to do so may result in student ennui throughout the delivery of educational content.

**Keywords:** Islamic Education; Creative Method; Media Learning

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## Introduction

Significant changes are occurring in the advancement of Islamic education in Indonesia. The impact of Islamic education on the nation's enlightenment has been significant. Incorporating Islamic education as a component of the national education system is a highly strategic move in the current context. The national education system acknowledges three distinct components of Islamic education. Primarily, Islamic education functions as an institution, followed by its role as a topic and, ultimately, as a value. Islamic education is unequivocally recognized as an educational institution. Islamic education is a mandatory subject taught at all levels, from primary school to college. He discovered Islamic principles inside the framework of the national education system, specifically in Islamic education, as a set of values.<sup>1</sup>

Islamic Religious Education is mandatory for all Muslim students at every educational level. While certain subjects may still address fundamental concepts of religion, Islamic Religious Education at the upper secondary level primarily aims to reinforce and elevate students' understanding of their faith's ethical and moral principles. This is achieved through imparting knowledge, fostering appreciation, and facilitating experiential learning of Islam. It is imperative for every child, as a follower of Islam, to get a solid ethical and religious upbringing starting at a young age.<sup>2</sup> The objective is to guarantee that future generations of children can actively engage in a society that exhibits exceptional intellectual capabilities and upholds and commends moral integrity, not only as a Muslim but also as a philanthropic individual who contributes positively to the well-being of those around him in its whole.

Learning refers to individuals modifying their general behaviour through self-engagement with the environment. Hence, it can be inferred that learning is a process that involves engaging in activities that improve an individual's problem-solving skills and capacity to adjust to the difficulties encountered in life.<sup>3</sup> Possessing the ability to acquire knowledge and adjust accordingly is an essential attribute. Actions modify an individual's behaviour to gain essential life competencies, including intellectual aptitude, knowledge, attitudes, and skills. Previous research has established that individual students possess distinct learning styles due to their unique traits and qualities. Each student possesses distinct intelligence, interests, sentiments, and mental processes.<sup>4</sup>

Experts contend that each form of learning constitutes a distinct cognitive process characterized by its unique features, setting it apart from other forms of learning. Similarly, in acquiring knowledge, some individuals learn slower while others grasp concepts quickly. Furthermore, some individuals can learn independently, while others thrive in collaborative learning environments.<sup>5</sup> Nevertheless, every form of learning exhibits the same traits across all learning procedures. A practical learning approach is essential to ensure the success of the learning process. Nana Sudjana disclosed that the learning method refers to the approach employed by teachers to include pupils in the process of instruction actively.<sup>6</sup>

Learning methods enhance functionality and optimize learning processes, resulting in the anticipated outcome. This will foster the student's curiosity in learning, enhance the depth of comprehension, and optimize the efficacy of the learning process, resulting in favourable outcomes. As per Sriyono, each learner engages in distinct learning styles. Consequently, it may be inferred that this element can also impact students' learning interests.<sup>7</sup> Hence, to enhance students' engagement in subjects, particularly Islamic Religious Education, which not only provides guidance for acts of charity but also fosters the development of virtuous character as devoted servants of God, it is imperative to have teachers who possess professional expertise in utilizing and customizing suitable instructional approaches that cater to the student's requirements.

It is widely acknowledged that students at State High School 4 Tarakan face a unique difficulty in acquiring Islamic Religious Education. Students encounter ennui and indolence due to less engaging and repetitive instructional approaches. This aligns with the research findings conducted at *Madrasah Diniyah Takmiliah* and led by Arie Hidayat on active and creative learning methodologies.<sup>8</sup> The findings indicate that the conventional approaches of lectures, discussions, demonstrations, and talks employed in *Madrasah Diniyah Takmiliah's* learning strategy remain unsuccessful. A diverse range of learning methodologies is necessary to ensure a fruitful and dynamic learning process.

The impact of visual media on enhancing students' comprehension of Islamic Education subjects is rooted in the recognition that innovative instructional media can bolster students' engagement in Islamic education.<sup>9</sup> Educators must exhibit creativity in developing multimedia and instructional resources to foster increased student participation and engagement in learning. Visual media in Islamic education helps enhance students' comprehension of Islamic principles.<sup>10</sup> Visual media can represent abstract and intricate ideas to facilitate children's comprehension. Furthermore, using visual media might augment pupils' studying enthusiasm and refine their ingenuity.

Nevertheless, several challenges must be addressed when including picture media in Islamic teaching. Potential challenges include limitations on access and resources, insufficient teacher innovation, student comprehension gaps, and inadequate school support.<sup>11</sup> To surmount these challenges, it is necessary to implement measures such as strengthening accessibility and facilities, fostering teacher innovation, enhancing student comprehension, and bolstering school assistance.

This study is grounded in research at the Muhammadiyah University of Makassar to investigate the impact of visual media on enhancing students' comprehension of the subject matter in Islamic Religious Education. Research findings indicate that visual media can enhance students' comprehension of Islamic Religious Education topics. Furthermore, there are additional studies that emphasize the significance of visual media in the acquisition of

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<sup>1</sup> Haidar Putra Daulay, "Pendidikan Islam dalam Sistem Pendidikan Nasional di Indonesia", Cet. 3, ed. rev (Jakarta: Kencana Jakarta, 2012), hal. 4. <https://doi.org/LK> - <https://worldcat.org/title/813880664>.

<sup>2</sup> Mohammad Adnan, "Urgensi Penerapan Metode Paikem Bagi Guru dalam Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam," *CENDEKLA: Jurnal Studi Keislaman* 3, no. 1 (2017): 133–50.

<sup>3</sup> W S Winkel, *Psikologi Pengajaran*, (Jakarta: Gramedia, 1989), hal. 12. <https://books.google.co.id/books?id=19qANwAACAAJ>.

<sup>4</sup> Slameto, "*Belajar dan Faktor-Faktor yang Mempengaruhinya*", (Jakarta: Rineka Cipta, 2003), Cet. IV, hal. 57 <https://api.semanticscholar.org/CorpusID:181939011>.

<sup>5</sup> Effiyati Prihatini, "Pengaruh Metode Pembelajaran dan Minat Belajar Terhadap Hasil Belajar IPA," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 7, no. 2 (2017). 171-179

<sup>6</sup> Nana Sudjana, "*Dasar-Dasar Proses Belajar Mengajar / Oleh Nana Sudjana; Penyunting Harry Suryana*," (Jakarta: Rineka Cipta, 2003), hal. 76. <https://api.semanticscholar.org/CorpusID:172197246>.

<sup>7</sup> Sriyono Dkk, "Teknik Belajar Mengajar dalam CBSA," Jakarta, PT: Rineka Cipta, 1992. hal. 22.

<sup>8</sup> Arie Hidayat, Maemunah Sa'diyah, and Santi Lisnawati, "Metode Pembelajaran Aktif dan Kreatif pada Madrasah Diniyah Takmiliah di Kota Bogor," *Edukasi Islami: Jurnal Pendidikan Islam* 9, no. 01 (2020): 71–86.

<sup>9</sup> Rahmawati Musa, "Penerapan Media Gambar dalam Meningkatkan Hasil Belajar Peserta Didik Pada Materi Shalat Mata Pelajaran Fiqih di Kelas VII MTs Al-Hilaal Morella Kecamatan Leihitu Kabupaten Maluku Tengah" (IAIN Ambon, 2021).

<sup>10</sup> Rifa Nur Fauziyah, "Strategi Guru Dalam Menerapkan Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan (PAIKEM) pada Pembelajaran Pendidikan Agama Islam di SDN X Astanaanyar Kota Bandung," *Jurnal Riset Pendidikan Agama Islam*, 2021, 120–26.

<sup>11</sup> La Moma, "Pengembangan Kemampuan Berpikir Kreatif dan Pemecahan Masalah Matematis Mahasiswa Melalui Metode Diskusi," *Jurnal Cakrawala Pendidikan* 36, no. 1 (2017): 130–39.

knowledge in Islamic Religious Education.<sup>12</sup> For instance, using visual media in worship instruction has enhanced comprehension in Krogowanan Sawangan Magelang Elementry School. Similarly, visual media plays a crucial role in the early childhood education of Islamic studies at the Islamic Centre Semarang. The study findings indicate that picture media can significantly enhance students' comprehension of Islamic Religious Education topics.<sup>13</sup>

The study's findings indicate that the utilization of visual media has a positive impact on enhancing students' comprehension of Islamic Religious Education topics. Visual media can enhance comprehension, reinforce retention, and optimize knowledge acquisition. However, additional research is required to thoroughly investigate the impact of utilizing visual media on enhancing students' comprehension of the Islamic Education curriculum. The researchers seek to study "The Impact of Visual Media on Enhancing Students' Comprehension of Islamic Religious Education Lessons in Islamic State High School 4 Tarakan".

The quantitative method is a research approach that involves investigating a specific population or sample using numerical data. The final results of this investigation are presented using numbers and are often accompanied by graphical representations and other visual displays. The necessary data for this study is acquired from the research subject. The quantitative data was obtained by administering Google Forms to State High School 4 Tarakan students. The primary apparatus utilized in this investigation is a lift. Angket is utilized as a tool to assess student interest in the field of Islamic Religious Education. The interview sheet is both a supportive instrument and a data-gathering tool. The primary method used for data collection in this study is an online questionnaire administered through Google Forms. The questionnaire was distributed online via WhatsApp/Telegram application groups. The data collected from the online questionnaire was then summarised in Microsoft Excel.

## Result and Discussion

The research findings indicate that image media in teaching Islamic Religious Education positively impacts student comprehension. Data was collected on December 4, 2022, with participants achieving 90% of the targeted data collection. The study addressed three inquiries about students' inclination toward learning Islamic Religious Education at State High School 4 Tarakan.



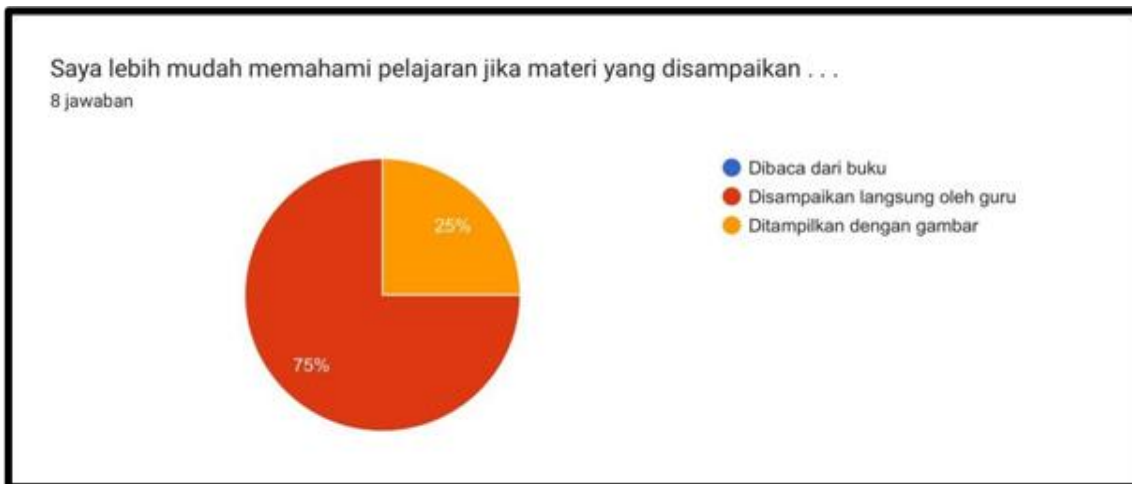
Figure 1. Scale of Students' Interest in Islamic Religion Education

<sup>12</sup>Ardiansyah, Urgensi Penerapan Metode Paikem Bagi Guru dalam Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam. *Jurnal Studi Keislaman*, 3 (1) 133-150. Diambil kembali dari <https://www.ejurnal.stiha.ac.id/index.php/cendekia/article/view/39>.

<sup>13</sup>Farhan Susilowardani, "Penggunaan Media Gambar Dalam Pembelajaran Ibadah Untuk Menambah Pemahaman Di SD Krogowanan Sawang Magelang" (2018), hal. 24.



**Figure 2. Students' Choice of Learning Methods**



**Figure 3. Type of Student Learning Towards Understanding**

The data collection reveals a comparison of 6:2:2 in terms of achievement, rounded to the nearest whole number. Sixty per cent A higher proportion of students have a greater inclination towards the Audiovisual learning approach, which not only captivates their interest but also enhances the effectiveness of the educational content. This result is highly significant in comparison to the other two alternative possibilities. At least two individuals were willing to acquire knowledge from many media or sources, but two other participants favoured a more passive learning approach, specifically, reading.

Figure 3 demonstrates that students grasp concepts more rapidly when the teacher directly presents the subject instead of relying solely on non-verbal methods such as pictures or books.

The two diagrams illustrate that students comprehend and engage in learning more effectively when the teacher employs captivating delivery methods in both the auditorium and visualization aspects. Additionally, face-to-face interaction between the teacher and students fosters student activity.

An attempt is being made to enhance students' comprehension of Islamic Religious Education subjects through the utilization of visual media:

### **1) Utilization of Visual Material in Presentation**

Educators might employ visual media in their presentations to elucidate complex concepts that may challenge students' comprehension. Visual representations can facilitate pupils' comprehension of certain concepts with more ease.

### **2) Utilizing Visual Media in Assignments**

Teachers can provide tasks to pupils, instructing them to produce visual representations directly related to the subject matter they are learning. This can facilitate pupils' content comprehension and enhance their creative acumen.

### **3) Utilizing Visual Media in Discourse**

Teachers might employ visual media during conversations to elucidate complex concepts for students. Visual representations can facilitate pupils' comprehension of certain concepts more quickly.

### **4) Utilisation of Visual Media in Quiz**

Educators can utilize visual media within quizzes to assess students' comprehension of the subject matter they are learning. This can facilitate pupils' content comprehension and enhance their creative acumen.

### **5) Utilization of Visual Media in Practical Endeavors**

Teachers might utilize visual media in practical exercises to elucidate directions and protocols to be adhered to by pupils.

When utilizing image media, it is imperative to consider the image's quality, its relevance to the subject matter being studied, and the level of creativity employed in its application. By employing suitable visual media and innovative techniques, studying Islamic Education can become more captivating and efficient and facilitate a more profound comprehension and application of Islamic principles.

One may encounter several challenges when utilizing visual media for Islamic Religious Education. However, there are different strategies available to address these obstacles:

#### **1) Limitations on Access and Use of Facilities**

Some schools lack sufficient access to the facilities for image media in Islamic Religious Education. This can impede the utilization of visual media. The school can enhance accessibility and provision of suitable resources for the utilization of visual media in Islamic Religious Education, for instance, by furnishing the required equipment and facilities.

#### **2) Teacher's Lack of Creativity**

Insufficiently innovative teachers who incorporate visual media into Islamic religious education might lead to student disengagement and apathy toward learning. Teachers can undergo training or attend seminars to strengthen their ability to integrate picture media in Islamic Religious Education, fostering creativity.

#### **3) Insufficient Comprehension by Students**

Students unfamiliar with image media in Islamic religious education may find it difficult to employ it effectively. The teacher might offer training or workshops to students to enhance their comprehension of utilizing picture media in Islamic Religious Education.

#### **4) Insufficient Assistance Provided by Educational Institutions**

The absence of school assistance in utilizing picture media for Islamic Religious Education can render the utilization of image media ineffective. The school solution can enhance support for utilizing visual media in Islamic Religious Education through sufficient funding and resources.

It is crucial to surmount specific barriers to enhance the efficacy of image media in Islamic Religious Education and enhance students' comprehension of Islamic teachings.

## Conclusion

The study concludes that picture media has a positive impact on enhancing students' comprehension of Islamic Religion Education subjects, based on the findings of previous research. Incorporating visual media in the Islamic Education curriculum helps enhance students' comprehension. 2) Visual media can enhance comprehension, reinforce retention, and streamline the learning experience. Image media can play a significant role in enhancing students' comprehension of Islamic Educational Subjects. 4) Images can enhance comprehension, reinforce memories, and foster students' engagement in the learning process. 5) Teachers must select suitable instructional methods and media, as the absence of diverse options might lead to student fatigue in processing the supplied material.

An inherent drawback of this research lies in the dearth of diverse data sources. Most research typically uses restricted samples, such as a single school or a specific educational level. This could potentially restrict the extrapolation of research findings. Moreover, this study primarily examines the impact of visual media on student academic achievements while giving less attention to other areas of student comprehension. Hence, additional investigation should delve into the specific effects of visual media on enhancing students' comprehension of Islamic Religious Education topics. This research should also aim to expand the sample size and thoroughly examine various aspects of students' understanding to yield more robust and dependable findings.

Existing research findings indicate that the usage of image media has consequences for enhancing students' comprehension of Islamic Religious Education themes. Several consequences encompass: 1) Using imaging media can significantly enhance students' comprehension of Islamic Education themes. The imaging medium can enhance comprehension, reinforce retention, and optimize the efficiency of learning processes. 2) Image media can enhance students' engagement and enthusiasm in Islamic teaching. Visual media enhances the educational experience by fostering engagement and interactivity, promoting greater student participation in the learning process. 3) Educators must prioritize carefully selecting and utilizing suitable visual media in teaching Islamic Religious Education. The optimal utilization of visual media should be customized to align with students' educational goals and individual attributes, maximizing its effectiveness.

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