
PEDAGOGICAL ABILITY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN USING LEARNING MEDIA

Dede Efrianti Lubis

Universitas Islam Negeri Sumatera Utara Medan; Indonesia

Correspondence email; efriantilubis97@gmail.com

Submitted: 22/11/2022

Revised: 11/01/2022

Accepted: 25/03/2022

Published: 06/05/2023

Abstract

This study aimed to describe the pedagogical ability of Islamic religious education teachers in using learning media at SMA Swasta Dharmawangsa Medan SMA Islam Swasta An-Nizam Medan. This research is qualitative with a multisite model. The research data is Islamic education teachers' pedagogical ability to use learning media. Data collection techniques are observation, interview, and documentation. At the same time, data analysis is done through data reduction, data presentation, conclusion drawing, and data verification. The results of the study explained that in planning, PAI teachers at Dharmawangsa Private Senior High School Medan An-Nizam Private Islamic High School Medan must consider learning objectives, characteristics of students, and available resources. They must also choose media that are relevant to the subject matter and able to facilitate interactive learning. In addition, implementing the use of learning media also requires careful preparation regarding technology and infrastructure. In media-based learning, learners have the opportunity to learn through experience and enrich their understanding through the use of images, videos, and animations. Media also allows learners to access content independently, enabling them to learn the material at their own pace. However, media use can also present obstacles for PAI teachers at SMA Swasta Dharmawangsa Medan SMA Islam Swasta An-Nizam Medan. For example, the media used must be well-designed not to confuse or distract learners. In addition, some learners may need help accessing the media due to technological limitations or lack of access to the necessary resources. The impact of using learning media on learner engagement can be very beneficial. However, media use also requires careful preparation and patience in overcoming technical and practical obstacles. Therefore, PAI teachers must consider the benefits and challenges of media use before using it in learning at SMA in SMA Swasta Dharmawangsa Medan SMA Islam Swasta An-Nizam Medan.

Keywords

Learning Media, Pedagogical Ability, SMA Islam Swasta An-Nizam Medan, Teacher



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

The use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even have psychological effects on students (Baharun, 2016). The use of learning media at the orientation stage of learning will greatly help the effectiveness of the learning process and the delivery of messages and lesson content during the teaching and learning process (Hamalik, 2005).

In addition to increasing students' motivation and interest in learning, learning media can also help students improve understanding, present data interestingly and reliably, facilitate data interpretation, and condense information that has been conveyed (Putri Safna & Sri Wulandari, 2022).

If we look in terms of function, learning media is a tool in learning which influences the situation, conditions, and learning environment to achieve learning objectives that have been created and designed by educators. In addition, the media can clarify messages so that they are not too verbal (in the form of written words and spoken words only). Utilizing the media appropriately and variedly will be able to reduce the passivity of students (Wahid, 2018). The limitations of learning media and the weak ability of teachers to develop learning media often make teachers apply the increasingly common lecture method. This condition is far from favorable. The limited learning technology tools used in the classroom are thought to be one of the reasons for the weak quality of education in general (Kuswanto & Romelah, 2022). This is especially true in religious subjects. Media development in the learning process in the religious field can be said to be not optimal (Muskita et al., 2022). In reality, the application of information technology (IT) at the time of learning Islamic Religious Education in schools is still far from the fire. Islamic Religious Education learning still uses many conventional methods such as lectures, questions and answers, and other teacher-centered methods (Apriliya Safitri, 2015).

Thus, ideally, Islamic religious education teachers in high schools must be able to design, utilize, and develop media according to the needs of students (Alwi, 2017) so that the Islamic religious education material delivered can be absorbed well by students so that learning objectives can be achieved optimally, and the competence of students can be fulfilled properly, both from the cognitive aspect, the attitude aspect, and the psychomotor aspect in following Islamic religious

education subjects (Munif, 2016). With the fulfillment of these competencies, the quality of the school will be better (Abdul Majid., 2005).

From the perspective of Indonesian national education, as stated in Law Number 14 of 2005 concerning teachers and lecturers, a teacher must have a minimum educational qualification of S1 and D-IV. Related to the competence of educators, the government has formulated four types of teacher competencies, as stated in Government Regulation No. 19 of 2005 concerning National Educator Standards, namely, pedagogical competence, personality competence, professional competence, and social competence. Thus, the four competencies are expected, and teachers can carry out their duties professionally because the competencies that educators must have are truly ideal. Therefore, educators must always be active in improving their competence (Hadi & Sasongko, 2022).

Based on the explanation above, ideally, Islamic religious education teachers in high schools must be able to master all learning tools, one of which is mastering learning media tools (Manshur & Ramdlani, 2020). This aims to make it easier for teachers to be able to convey the material that will be delivered to students (Aghni, 2018). In addition, the purpose of the teacher's ability to develop learning media is to be able to attract students' attention, motivate students, and increase students' interest in learning Islamic religious education (Ali Nur Aida et al., 2020a). So that students do not feel bored and lazy in participating in learning Islamic religious education (Wahyudi, 2016). Learners will be encouraged to be active, creative, and innovative as well as responsible in their duties as a learner (Ahsanulhaq & Kudus, 2019).

The learning process of Islamic religious education at SMA Swasta Dharmawangsa Medan and SMA Islam Swasta An-Nizam Medan showed remarkable ability in applying various creative and innovative learning methods, providing a more enjoyable and effective learning experience for students. At SMA Swasta Dharmawangsa Medan, Islamic religion teachers use learning methods that combine theory and practice, such as role-playing and simulation, as well as video and presentation technology to facilitate learning. Meanwhile, at An-Nizam Private Islamic High School Medan, the Islamic teachers focus more on active and collaborative learning, where students work together in groups to solve problems and produce products, helping them to improve their social skills and teamwork. Both high schools also use project-based learning methods to integrate the value approach and help students develop positive Islamic attitudes and values, thus enriching students' learning experiences and helping them understand Islamic concepts better. The learning

ability of PAI in Dharmawangsa Private Senior High School in Medan and An-Nizam Private Islamic Senior High School in Medan is supported by several factors, namely a conducive learning environment, qualified and competent teachers, a specially designed curriculum, and adequate facilities and infrastructure. The positive impact of good PAI learning ability in both high schools is that students become easier to understand Islamic religious concepts and can apply these values in daily life, improve students' spiritual and moral qualities, and help them develop an attitude of tolerance and concern for fellow human beings, which has an impact on the formation of students' overall character and personality. To improve the quality of Islamic learning in high schools and help students understand Islamic concepts and develop positive Islamic values, it is necessary to reconstruct learning methodologies, especially those that lead to the pedagogical competence of PAI teachers in Dharmawangsa Private High School Medan and An-Nizam Private Islamic High School Medan. In this case, the right learning methodology will help teachers design learning programs that are interesting, interactive, and effective to increase student interest and learning effectiveness. In addition, teachers also need to be able to integrate technology and learning resources to provide a more effective and interesting learning experience for students, given the rapid development of technology.

Previous research Abdul Wahid Explains Teachers, as one of the components in learning activities, have a position that greatly determines the success of learning because the main function of teachers is to design, manage, implement, and evaluate learning. In addition, the position of the teacher in learning activities is also very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the subject matter, while decisive because the teacher sorts and selects materials, methods, and learning media that will be presented to students. Teachers do have the most important role in the learning process, so teachers get the title of the central figure (Abdul Wahid, 2018) and Endik Kuswanto that the use of video media in PAI learning is very good and efficient. Implementation is adjusted to the material in KD. The impact of using video media for teachers spurs teachers to be more creative, makes it easier for teachers, saves their energy in explaining the material, and can learn more about the material in the video (Kuswanto & Romelah, 2022). Similar La'ali' Nur Aida, et al. Explaining the development of technology, accessing audiovisual media in learning is getting easier. The most popular site that provides access to audiovisual media is Youtube. The role of educators in playing learning videos as a guide. So that with this media can shape the effectiveness of student learning (Ali Nur Aida et al., 2020b). The

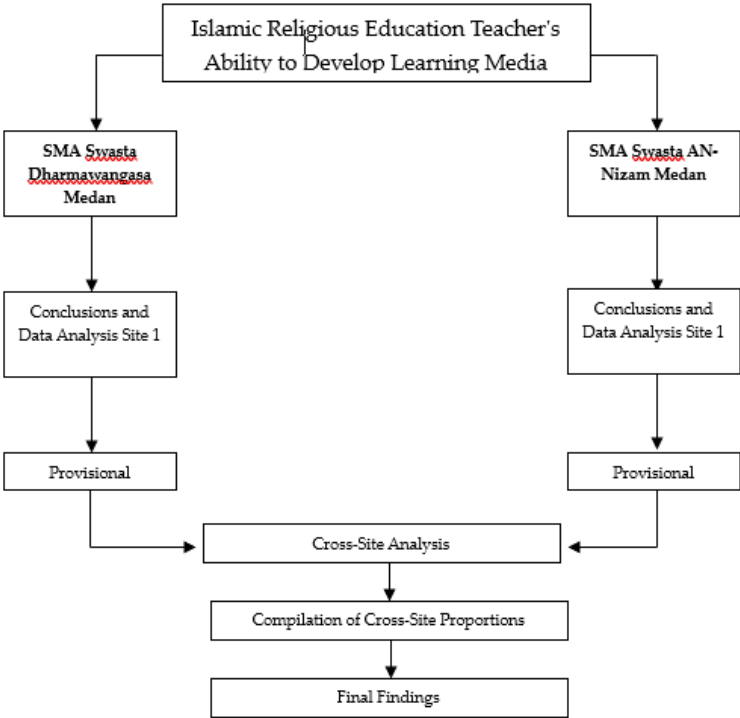
difference from previous research emphasizes the importance of the teacher's role in learning activities, including in designing, managing, implementing, and evaluating learning.

Based on reality, problems, and considering the obligations and responsibilities of teachers in the teaching and learning process related to the use of learning media in the learning process, I am interested in examining the ability of teachers to carry out learning that takes place in Dharmawangsa Private Senior High School Medan and An-Nizam Private Islamic High School Medan with a focus on the use of learning media.

METHOD

This research is qualitative with a multisite model at Dharmawangsa Private High School in Medan and An-Nizam Private Islamic High School in Medan. The research data is the pedagogical ability of PAI teachers in using learning media. Data collection techniques are observation, interview, and documentation. Observation of teachers using learning media, what techniques are used, how often the media is used, and student responses to the use of learning media. Interviews with teachers and students of SMA Swasta Dharmawangsa Medan and SMA Islam Swasta An-Nizam Medan. Documentation that can be used as data sources includes lesson plans (RPP), teacher's manuals, and teaching materials used. While data analysis is done through data reduction, data presentation, conclusion drawing, and data verification (Lexy J. Moleong, 2012). Data reduction can be made by collecting important data such as learning environment, teacher quality, curriculum, and infrastructure facilities from both high schools. The data were then analyzed to obtain important information that can be used to understand the PAI learning ability of students in both high schools. Meanwhile, data presentation can be done by presenting data in the form of tables. The data presented can include the teacher's ability to use learning media such as audio, video, or multimedia in the PAI learning process. With clear and easy-to-understand data presentation, information about PAI teachers' pedagogical competence can be conveyed more effectively and facilitate decision-making or better learning planning. Concluding the research was done by critical-descriptive analysis.

Figure 1. Multi-site Research Flow



FINDINGS AND DISCUSSION

Findings

Planning of Islamic Religious Education Teachers in Using Learning Media

Based on interview data obtained by researchers about the ability of Islamic Religious Education teachers in planning learning at Dharmawangsa Private Senior High School in Medan and An-Nizam Private Islamic High School in Medan, they have very good pedagogical skills. This is seen by researchers based on the active, effective, and efficient teaching and learning process every day in carrying out the teaching and learning process. Students can follow the teaching and learning process in Islamic Religious Education learning very well. This research is also reinforced by an interview with the principal of An-Nizam Medan Private Islamic High School.

The following is a table for the ability of Islamic Religious Education teachers in planning learning at Dharmawangsa Private High School Medan and An-Nizam Private Islamic High School Medan:

Table 1. The Ability of Islamic Religious Education Teachers in Planning Learning

No	Preparation Activity		Description
1.	Preparing Modules	Teaching	Islamic Religious Education teachers must prepare teaching modules as learning administration before entering the classroom.
2.	Preparing Implementation (RPP)	Learning Plan	Before the existence of teaching modules, lesson plans were learning administrations that must be prepared by Islamic Religious Education teachers.
3.	Preparing materials	teaching	Islamic Religious Education teachers must prepare teaching materials that will be used in the learning process, such as textbooks, handouts, etc.
4.	Preparing Media	Learning	Islamic Religious Education teachers must prepare to learn the media that will be used, such as PowerPoint, learning videos, pictures and diagrams, learning audio, and websites
5.	Determining Objectives	Learning	Islamic Religious Education teachers must determine the learning objectives to be achieved in each meeting
6.	Designing Strategy	Learning	Islamic Religious Education teachers must design learning strategies that are on the learning objectives and characteristics of students
7.	Determining Methods	Learning	Islamic Religious Education teachers must determine learning methods that are effective in achieving learning objectives
8.	Preparing Evaluation	Learning	Islamic Religious Education teachers must prepare learning evaluations to determine the extent to which learning objectives have been achieved.
9.	Preparing the Class		Islamic Religious Education teachers should prepare a classroom that is conducive to the learning process, such as cleaning the blackboard, arranging tables and chairs, etc.
10.	Preparing Yourself		Islamic Religious Education teachers must prepare themselves physically and mentally before entering the classroom, such as preparing neat clothes, planning learning activities properly, and so on

From the explanation in Table 1 that the ability of Islamic Religious Education teachers in planning to learn in Dharmawangsa Private Senior High School Medan and An-Nizam Private Islamic High School Medan has qualified pedagogical skills in planning learning. In planning learning, there are four things done by Islamic Religious Education teachers in planning learning. First, PAI teachers make lesson plans referred to as lesson plans. In the lesson plan (RPP), there are points in the core activities of the process of using devices as learning media used in delivering subject matter, namely by preparing all the learning tools needed and conveying learning objectives by the material to be delivered in learning, as well as various learning media in the form of messages/information that have been processed, designed, and manipulated very interestingly to create a conducive learning atmosphere. So that students can understand the subject matter delivered by educators during the teaching and learning process.

Second, after the PAI teacher conducts a lesson plan, the teacher then makes preparations for the teaching and learning process. That is, before presenting the subject matter, the teacher prepares supporting devices in the form of technology-based media using a laptop/computer and projector.

The goal is to find out whether the media used can function optimally or not. Because usually, if it is not prepared in advance, it will cause problems that cannot make the teaching and learning process effective and conducive. Problems that arise, such as power outages and poor network connections. This is one of the preparation efforts before using technology-based learning media, especially in the use of projectors that function to display teaching materials, both in the form of images, videos, and films. For example, by presenting material about the glory of Islam, the teacher must display a video about the periodization of the glory of Islam and display images in the form of figures during the glory of Islam so that it can open students' insights into understanding the glory of Islam.

The third is the teacher conducts teaching and learning activities. In this case, before entering the core of learning, the teacher begins the learning by saying greetings and doing prayers together. Then the teacher is ready to present learning materials with various media in the form of learning information such as movies (about the glory days of Islam), multimedia applications for reading the Koran (letter makhroj), pictures, and videos (Hajj practice). After explaining the material, the teacher gives questions to students by forming a small group to be able to discuss the material that has been delivered.

Fourth, after conducting teaching and learning activities, the teacher provides explanations and reinforcement of material to students from the results of the discussion of the material that the teacher has presented to his students so that learning activities can run very well.

Implementation of Islamic Religious Education Teachers in Using Learning Media

Learning is a communication process. In this communication process, someone will involve three main components, namely the message sender component or referred to as the teacher. The message receiver component or referred to as the student, and the student component itself is usually in the form of subject matter. The three components must be considered by the teacher in preparing teaching materials. So, in this case, the learning media used by the teacher must also have benefits for students. As the Table of Implementation of Islamic Religious Education Teachers in Using Learning Media at Dharmawangsa Private High School Medan and An-Nizam Private Islamic High School Medan:

Table 2. Implementation of Islamic Religious Education Teachers in Using Learning Media

No	Activity Description	Activity Description
1	Lesson Material Material about adultery and <i>Fardhu Kifayah</i>	Lesson Material Material about adultery and <i>Fardhu Kifayah</i>
2	Learning Media used Internet, Laptop, Projector, and PowerPoint Slides	Learning Media used Internet, Laptop, Projector, and PowerPoint Slides
3	Learning Objectives Encourage students' enthusiasm to learn and understand Islamic Religious Education material related to adultery and <i>fardhu Kifayah</i>	Learning Objectives Encourage students' enthusiasm to learn and understand Islamic Religious Education material related to adultery and <i>fardhu Kifayah</i>
4	Learning Strategy Use of technology-based learning media to convey material and provoke discussion	Learning Strategy Use of technology-based learning media to convey material and provoke discussion
5	Learning Methods Lecture, Question and Answer, and Group Discussion	Learning Methods Lecture, Question and Answer, and Group Discussion
6	Learning Evaluation Written test and group discussion	Learning Evaluation Written test and group discussion
7	Learning Implementation Results Learners are more active and actively participate in the learning process. Evaluation results show an increase in students' understanding of the subject matter.	Learning Implementation Results Learners are more active and actively participate in the learning process. Evaluation results show an increase in students' understanding of the subject matter.

From the explanation of Table 2 that the implementation of Islamic Religious Education Teachers in using learning media at Dharmawangsa Private Senior High School Medan and An-Nizam Private Islamic High School Medan utilizes technology-based learning media in teaching. He utilizes the projector available at school very well. The learning media is utilized by teachers by making media in the form of power points containing sound slides, and video shows that only take two minutes. This learning implementation is also supported by using lectures, question and answer, and discussion methods.

This effort is made by the teacher to overcome students who are slow in following the lesson and avoid students who dominate the lesson. So that the fulfillment of competencies can be mastered by students evenly. The learning media in the form of power points used displays various slides. All learning activities can be followed by students with enthusiasm and solemnity. In this learning process, the teacher does creative teaching interspersed with various jokes and language that is easy to understand in delivering the material so that students look so active and interested in participating in the teaching and learning process.

Impact of Islamic Religious Education Teachers' Use of Learning Media

The following is a table of interview results regarding the impact of the use of Islamic Religious Education Teachers in using learning media at Dharmawangsa Private High School Medan and An-Nizam Private Islamic High School Medan:

Table 3. Impact of Islamic Religious Education Teachers' Use of Learning Media

No	The Impact of Using Learning Media on Learning
1.	Clarify the presentation of messages and information conveyed by the Islamic Religious Education teacher
2.	Improve the learning process and results of students
3.	Generate direct interaction between teachers and students
4.	Increase interaction between learners and the community
5.	Raising students' awareness of their environment
6.	Provide a common experience to learners about events that occur in their environment.

From the explanation of Table 3, the impact of using learning media can also improve the teaching and learning process. Learning media used by Islamic Religious Education teachers at Dharmawangsa Private Senior High School Medan An-Nizam Private Islamic High School Medan can clarify the presentation of messages and information conveyed. So that it can facilitate and improve the learning process and results of students. In addition, the appropriate and interesting use of learning media can lead to direct interaction between teachers and students, between students and the community, and between students and their environment because the use of learning media can provide a common experience to students about events that occur in their environment.

The use of visual-based learning media has a very good impact on the learning outcomes of students in the classroom compared to the use of conventional learning. With the use of visual media such as pictures, charts, and Microsoft PowerPoint, students become more active in learning. Learners are more enthusiastic about participating in learning. The activeness of students in the classroom has an impact on the learning outcomes of students participating in Islamic Religious Education learning. Learners can understand the material presented by the teacher in class.

Discussion

Planning of Islamic Religious Education Teachers in Using Learning Media

Based on the results of research that researchers found in the field by conducting interviews, observations, and documentation studies that the ability of Islamic Religious Education teachers to develop learning media in the two schools has qualified pedagogical abilities. As quoted in Heri Susanto's book on the teaching profession that the pedagogical ability of teachers is an ability that

teachers must have in managing student learning, which includes the ability to make learning designs which include the ability to plan the use of media and learning resources. This means that the facilities provided can be used to facilitate the achievement of student competencies in the teaching and learning process (Susanto, 2020).

In connection with the teacher's ability to develop learning media, according to Rusman, learning media is a messenger technology that can be used for learning purposes; learning media which is a physical means of conveying learning materials and means of communication in print and hearing, including hardware technology (Rusman, 2011).

It can be concluded that the ability of Islamic Religious Education teachers to plan to learn can be seen from the teacher's ability to make lesson plans. The second is seen from the teacher's ability to prepare for the learning process, such as in providing learning media needed in delivering subject matter. The third is the teacher's ability to carry out the teaching and learning process, and finally, the teacher's ability to reinforce the subject matter. In the observations made by the researchers, Islamic Religious Education teachers at Dharmawangsa Private High School in Medan and An-Nizam Private Islamic High School in Medan have qualified pedagogical skills in planning lessons.

Implementation of Islamic Religious Education Teachers in Using Learning Media

The research shows that the ability of Islamic Religious Education teachers to utilize learning media in SMA Swasta Dharmawangsa Medan and SMA Islam Swasta An-Nizam Medan has very good pedagogical skills in conducting the teaching and learning process. Islamic Religious Education teachers in both schools have been able to utilize excellent learning media in the learning process. They adjust the existing learning media according to the material taught to students. So that the motivation and interest of students in learning is increasing. Here teachers are required to be more creative and innovative in utilizing learning media.

The learning media utilized by Islamic Religious Education teachers at Dharmawangsa Private Senior High School Medan and An-Nizam Private Islamic High School Medan are audio and visual. This is in line with what is stated by Musfiqon in his book, namely, the Development of Media and Learning Resources. He states that physical and non-physical learning media are used as intermediaries for understanding learning information by teachers and learners so that the quality of learning is improved. This means that learning media has a role in improving the quality of learning (Musfiqon, 2012).

By the results of observations and interviews conducted by researchers in the field, the learning media utilized by Islamic Education teachers at Dharmawangsa Private Senior High School Medan An-Nizam Private Islamic High School Medan are visual, audio-visual, and internet-based learning media. Examples of learning media used are media projectors, films, videos, slides, mosques, language laboratory rooms, books, libraries, blackboards, markers, and learning media in the form of models such as statues, maps, and globes. This is reinforced by the theory put forward by Musfiqon. The results of the study show that the ability of Islamic Religious Education teachers to develop learning media has a positive impact on the activeness of students in learning, such as a sense of interest in participating in the learning process. Then it can stimulate the curiosity of students to find out more about the learning outcomes conveyed by the teacher to students. Learners also become more enthusiastic about participating in learning. They asked various questions to the Islamic Religious Education teacher. So that the teaching and learning process becomes effective and efficient again (Musfiqon, 2012).

Impact of Islamic Religious Education Teachers' Use of Learning Media

Then the impact caused by the use of visual, audio-visual, and internet learning media at Dharmawangsa Private High School Medan An-Nizam Private Islamic High School Medan can affect the learning outcomes of students. The use of appropriate learning media can affect the activeness of students in learning, such as the motivation, enthusiasm, and concentration of students in participating in Islamic Religious Education learning, so it has an impact on student learning outcomes (Fitri, 2017).

This is reinforced by the results of research from Cinthya Indrastyawati on "Development of Android-Based Sensory System Learning Media to Increase Motivation and Learning Outcomes of High School Students" She stated that the planning of religious teachers in preparing video learning media in PAI lessons was by instructional objectives, which were related to the subject matter. And the impact of using learning media in the learning process is that learning becomes effective and efficient so that it can improve student achievement (Cinthya Indrastyawati et al., 2016).

The obstacles faced by Islamic Religious Education teachers at Dharmawangsa Private Senior High School Medan An-Nizam Private Islamic High School Medan in developing learning media are the incomplete learning facilities and infrastructure, such as laptops and internet access must be provided by the teaching staff themselves. So that makes the teacher have to spend quite expensive in the learning process. Then, the expertise and abilities possessed by each teacher in utilizing

learning media must always be given regular training and debriefing so that teachers in both schools always have more qualified abilities in developing learning media (Hasyim et al., 2021).

CONCLUSION

Based on the previous explanation, the following conclusions can be drawn: In planning, PAI teachers in SMA Swasta Dharmawangsa Medan SMA Islam Swasta An-Nizam Medan must consider the learning objectives, the characteristics of the learners and the available resources. They should also choose media that are relevant to the subject matter and able to facilitate interactive learning. In addition, the implementation of the use of learning media also requires careful preparation in terms of technology and infrastructure. In media-based learning, learners have the opportunity to learn through experience and enrich their understanding through the use of images, videos, and animations. Media also allows learners to access content independently, enabling them to learn the material at their own pace. However, the use of media can also present obstacles for PAI teachers at SMA Swasta Dharmawangsa Medan SMA Islam Swasta An-Nizam Medan. For example, the media used must be well-designed so as not to confuse or distract learners. In addition, some learners may have difficulty accessing the media due to technological limitations or lack of access to the necessary resources. The impact of using learning media on learner engagement can be very beneficial, but the use of media also requires careful preparation and patience in overcoming technical and practical obstacles that arise. Therefore, PAI teachers need to consider the benefits and challenges of media use before deciding to use it in learning at SMA in SMA Swasta Dharmawangsa Medan SMA Islam Swasta An-Nizam Medan.

REFERENCES

- Abdul Majid. (2005). *Learning Planning*. Remaja Rosdakarya.
- Abdul Wahid. (2018). Journal of the Importance of Learning Media in Improving Learning Achievement. *Istiqra` : Jurnal Pendidikan Dan Pemikiran Islam*, 5(2).
<https://www.jurnal.umpar.ac.id/index.php/istiqra/article/view/461>
- Aghni, R. I. (2018). Functions and types of learning media in accounting learning. *Jurnal Pendidikan Akuntansi Indonesia*, 16(1). <https://doi.org/10.21831/JPAI.V16I1.20173>
- Ahsanulhaq, M., & Kudus, B. (2019). Forming the Religious Character of Students Through the Habituation Method. *Jurnal Prakarsa Paedagogia*, 2(1), 21–33.

<https://doi.org/10.24176/JPP.V2I1.4312>

- Ali Nur Aida, L. ', Maryam, D., Febiola, F., Agami, S. D., & Fawaida, U. (2020a). Innovation in Islamic Religious Education Learning Media Through Audiovisual Media. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 7(1), 43–50. <https://doi.org/10.24042/TERAMPIL.V7I1.6081>
- Alwi, S. (2017). Teachers' Problems in Developing Learning Media. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 8(2), 145–167. <https://ejurnal.iainlhokseumawe.ac.id/index.php/itqan/article/view/107>
- APRILIYA SAFITRI. (2015). Development of PAI Learning Media Using Lectora Inspire On The Material Of Despicable Behavior As An Independent Learning Resource For Students In Class Xi Semester 2 At Abu Bakar Yogyakarta High School.
- Baharun, H. (2016). Development of Environment-Based Pai Learning Media through ASSURE Model. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 14(2), 231–246. <https://doi.org/10.21154/CENDEKIA.V14I2.610>
- Cinthya Indrastyawati, O. :, Paidi, M. S., Ciptono, M. S., & Biologi, P. (2016). Development of Android-Based Sensory System Learning Media To Increase Motivation And Learning Outcomes Of Senior High School Students. *Jurnal Edukasi Biologi*, 5(7), 50–56. <https://journal.student.uny.ac.id/index.php/jeb/article/view/4633>
- Fitri, S. (2017). Positive and Negative Impacts of Social Media On Children's Social Change. *Naturalistic : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 1(2), 118–123. <https://doi.org/10.35568/NATURALISTIC.V1I2.5>
- Hadi, S., & Sasongko, R. N. (2022). Development of Pedagogical Competence In Islamic Religious Education. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 16(2), 1–9. <https://doi.org/10.33369/MAPEN.V16I2.23106>
- Hamalik, O. (2005). *Curriculum and Learning*. Bumi Aksara.
- Hasyim, I., Warsah, I., & Istan, M. (2021). Competence of Islamic Religious Education Teachers in Utilizing Technology for Online Learning during the Covid-19 Pandemic. *Journal of Education and Instruction (JOEAI)*, 4(2), 623–632. <https://doi.org/10.31539/JOEAI.V4I2.3212>
- Kuswanto, E., & Romelah, R. (2022). The use of video media in learning islamic religious education at islamic high school. *Jurnal pendidikan islam al-ilmi*, 5(2), 160–169. <https://doi.org/10.32529/AL-ILMI.V5I2.1701>
- Lexy J. Moleong. (2012). *Qualitative Research Methodology*. PT. Remaja Rosdakarya.

- Manshur, U., & Ramdlani, M. (2020). Audio visual media in PAI learning. *al murabbi*, 5(1), 1–8.
<https://doi.org/10.35891/AMB.V5I1.1854>
- Munif, M. (2016). The Development of Islamic Religious Education As A School Culture. *PEDAGOGIK: Jurnal Pendidikan*, 3(2). <https://doi.org/10.33650/PJP.V3I2.124>
- Musfiqon. (2012). *Development of Media and Learning Resources*. PT. Prestasi Pustakaraya.
- Muskita, N. S., Ramadhani, V. M., Padidi, A. S., Nurrochmah, D., & Kusumaningtyas, P. (2022). Blended Learning: Solutions to overcome learning loss in learning. *SAP (Susunan Artikel Pendidikan)*, 7(2), 187–195. <https://doi.org/10.30998/SAP.V7I2.13368>
- Putri Safna, O., & Sri Wulandari, S. (2022). The Effect of Motivation, Learning Discipline, and Critical Thinking Ability on Student Learning Outcomes. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(2), 140–154. <https://doi.org/10.37680/SCAFFOLDING.V4I2.1458>
- Rusman. (2011). *Learning models: Developing teacher professionalism*. Rajawali Pers.
- Susanto, H. (2020). *Education and Teaching Profession*. Program Studi Pendidikan Sejarah, FITK.
- Wahid, A. (2018). The importance of learning media in improving learning achievement. *Istiqra` : Jurnal Pendidikan Dan Pemikiran Islam*, 5(2).
<https://www.jurnal.umpar.ac.id/index.php/istiqra/article/view/461>
- Wahyudi, E. (2016). *Development of android-based PAI learning media to improve student learning achievement at SMAN 1 Tumpang Malang Regency*.