

## MULTIMEDIA-BASED ISLAMIC RELIGIOUS EDUCATION LEARNING MODEL IN IMPROVING STUDENT ACHIEVEMENT

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### ABSTRACT

Education is a conscious and planned process aimed at developing the personality, attitudes, and abilities of students holistically, both physically and spiritually. Along with technological advancements, learning has undergone transformations, one of which is through the use of multimedia, which is considered capable of increasing the effectiveness of material delivery. This study aims to describe the implementation of a multimedia-based Islamic Religious Education (PAI) learning model at Al-Azhar Cairo Islamic Junior High School in Banda Aceh and the challenges encountered during this process. The method used was a descriptive qualitative approach, with data collection techniques including observation, interviews, and documentation. The results showed that the use of digital devices such as iPads, Apple TVs, and the Keynote application increased students' interest in learning and understanding of PAI material. The strategies implemented included technical preparation, multimedia project implementation, and the use of interactive presentation media. However, several obstacles hampered the learning process, such as unstable internet connections, limited learning platforms for PAI subjects, and student dependence on digital devices. This study concluded that multimedia-based learning can be an effective alternative for improving the quality of PAI learning if supported by adequate infrastructure, teacher training, and digital classroom management that balances technology and direct interaction.

**Keywords:** Islamic Religious Education, multimedia, iPad learning, digital learning

### INTRODUCTION

Education is a conscious and planned process in shaping students' personalities, attitudes, and abilities holistically, both from physical and spiritual aspects. According to experts and Law No. 20 of 2003, education aims to develop individual potential to have intelligence, noble morals, and skills that are beneficial to oneself and society. Education is not only a means of eradicating illiteracy, but also a medium for character development and mature personal formation. Along with the development of technology, the world of education has undergone a transformation in the learning system. One of the innovations that emerged was the use of multimedia as a learning tool (Dewi 2022). Multimedia learning is able to present materials visually, audio, and interactively, making it easier for students to understand abstract concepts and increase the attractiveness of the learning process. The right learning model will regulate methods, strategies, and the use of media to achieve more effective educational goals. The use of multimedia can help illustrate these concepts in a more visual and interactive way, which can allow students to better understand and apply them in relevant contexts. However, the application of multimedia in education also faces a number of challenges, such as limited infrastructure, lack of teacher training, and the need for quality content (Dennia Astuti 2019).

### METHODS

This study uses a qualitative approach with a descriptive type. The qualitative approach was chosen because it aims to understand a problem in depth through the collection and analysis of data

in the form of words, not numbers. Descriptive methods are used to describe situations or conditions that occur in a systematic, factual, and accurate manner according to the focus of the research (Siyoto and Soduk 2015). In this case, the researcher wants to describe the multimedia-based Islamic Religious Education learning model in improving student learning achievement at Al-Azhar Islamic Junior High School Cairo Banda Aceh. The location of the research is at Al-Azhar Islamic Junior High School Cairo Banda Aceh, which is located in Syiah Kuala District, Banda Aceh City, Aceh Province. This school was chosen because it is relevant to the research topic and the researcher has established good communication with the school, especially the teachers, to obtain the information needed.

The data sources in this study consist of primary, secondary, and tertiary data. Primary data was obtained directly from the field through interviews with school principals, Islamic Religious Education teachers, and students. Secondary data were taken from various documents, books, and scientific journals that supported the discussion. Meanwhile, tertiary data comes from dictionaries or encyclopedias that are used to support the understanding of certain terms in research. The subjects of this study include one Islamic Religious Education teacher and three students as informants. They were selected because they had relevant information and were directly related to the implementation of the multimedia-based learning model being studied.

Data collection techniques are carried out through observation, interviews, and documentation. The observation used is participatory, where the researcher is directly involved in observing the learning process in the classroom. The interview is conducted directly to the informant with a pre-prepared question guide. Documentation is done by collecting written data such as books, journals, and relevant online sources. The instruments used to collect the data include interview guides, stationery, and voice recording devices. All of these instruments are used to ensure that the data obtained is accurate and complete. In analyzing the data, the researcher used the Miles and Huberman analysis model which includes three main stages. The first is data reduction, which is filtering and summarizing important data that is relevant to the focus of the research. The second is data presentation, which is compiling data that has been summarized into an organized form so that it is easy to understand. The third is drawing conclusions, which is interpreting data and drawing meanings based on findings in the field to find out the extent to which multimedia-based learning models can improve student achievement.

## RESULT AND DISCUSSION

Al-Azhar Islamic Junior High School Cairo Banda Aceh is a junior high school that is part of the Al-Azhar Cairo Islamic school in Indonesia. The school is known for combining the national curriculum with Islamic values, as well as integrating technology in learning. Al-Azhar Islamic Junior High School Cairo is also known as a school that focuses on the development of IMTAQ (Faith and Taqwa) and Science and Technology (Science and Technology).

According to Mr. Abdurizal Agam Alfarizi M.Pd at Al Azhar Junior High School Banda Aceh uses a learning system using ipad learning, ipad learning is the use of ipad as a tool in the learning process, in addition to using an ipad the learning process at al-azhar junior high school cairo banda aceh also uses apple tv which is useful for the appearance of videos and also the appearance of learning materials.

## Strategy for the Implementation of Multimedia-Based Islamic Religious Education Learning Model at Al-Azhar Islamic Junior High School Cairo Banda Aceh.

Learning is basically a planned and structured effort to help students so that they can learn. In the context of social interaction, learning can occur individually, in small groups, or large groups. If associated with the use of media or tools, learning can be carried out independently, assisted by teachers and media, or by using various types of media commonly called multimedia learning. Learning has several important characteristics, namely the existence of clear goals, materials that are in accordance with these goals, methods and media used, assessments to measure learning outcomes, a supportive learning atmosphere, teachers as learning implementers, and students who play an active role in the learning process. Interaction between students and learning resources can take various forms. Learning will be more effective if students are given plenty of opportunities to be actively involved, both through various methods and media. That way, they can develop and utilize all the potential they have. (Widiatmika 2015). There are various types of learning media, one of which is the interactive multimedia learning model. Etymologically, the word multimedia starts from the word multi and media. Multi is diverse or more than one, while the definition of media is the meaning of an introductory tool to channel information and messages in the form of text, visual, audio and video. Thus, the word multimedia can be interpreted as a combination of various types of media in the form of text, audio, visual, and video that are useful for channeling information and messages to the audience (Wulandari, Annidya Putri, and Napizah 2022). So multimedia is the use of various types of media simultaneously in one display or system to convey information, the media in question is in the form of text, gamba, audio, animated videos, and interactive graphics.

1. Preparation for Learning. The strategy for implementing the multimedia-based PAI learning model at Al-Azhar Islamic Junior High School Cairo, Banda Aceh is first and foremost a learning preparation that uses multimedia, the preparation for multimedia learning is different from classes that do not use multimedia or general classes, because it involves aspects of engineering, creative and digital skills. Before taking a multimedia class, it is important to make sure that the device used is ready and working properly this includes ipad and iphone tv.
2. Tasks or Projects. A project is a planned activity with the aim of achieving certain learning outcomes, either in the form of products, services, or behavior change. In the al-azhar cairo islamic multimedia class, the class project carried out by Mr. Abdurizal Agam Alfarizi M.Pd used a video making project with PAI material.
3. Preparation for making a *keynote*. *Keynote* is an application developed by iPhone that is similar to Microsoft PowerPoint. This keynote was used in the PAI learning process at Al-Azhar Islamic Junior High School in Cairo, Banda Aceh. This keynote serves to assist teachers in explaining learning materials and where teachers can also add photos, videos and other animations.

## Application of Multimedia-Based Islamic Religious Education Learning Model at Al-Azhar Islamic Junior High School Cairo Banda Aceh

Multimedia Combining elements such as text, audio, graphics, animations, and interactive simulations, it is able to adapt to different learning styles of students. With this approach, students can learn in a more fun and engaging atmosphere The visualizations displayed allow students to navigate, interact, create, and communicate actively. This encourages maximum involvement, so that

the information received is easier to store in memory and last longer. When information is stored in Long-term memory, especially in the form of visuals or images, the process of recalling the information when needed will be easier. This is very supportive in the formation and understanding of learning concepts more effectively. (Ismail and Gumilar 2019) The application of the learning model is a certain approach in teaching and learning activities to achieve learning objectives effectively. The learning model provides guidance to teachers on how to manage classes, deliver materials, and actively involve students in the learning process at Al-Azhar Islamic Junior High School Cairo Banda Aceh.

1. Ipad. In the midst of the rapid development of digital technology, the world of education must also change in order to meet the needs of students living in the modern era. Al-Azhar Islamic Junior High School Cairo Banda Aceh innovated to make iPad as a learning medium. The use of iPad is not just to keep up with trends, but is part of an effort to create a more modern, active, and fun learning environment. Through this device, teachers can convey lesson material more interestingly, such as using videos, pictures, animations, and educational applications that make students more interested and easy to understand lessons. iPads also allow students to learn according to their own style and pace. With the many features and applications available, students can be more active, creative, and independent in the learning process. In addition, learning becomes more interactive because students can directly engage, ask questions, or even express their opinions in the learning process. More than that, the use of iPads also trains students in developing important skills for the 21st century, such as critical thinking, cooperation, effective communication, and understanding technology wisely. All of this is an important provision for students to be ready to face a future full of challenges. In order for the use of this technology to run effectively, the school also provides special training to teachers and supervises the use of iPads by students. By adhering to Islamic values, schools ensure that technology is used positively and supports educational goals. Ipad is an electronic device used in the digital learning process. The use of ipads in the learning process provides many conveniences for teachers and students. Ipad is used to access digital books, open learning apps, watch educational videos.
2. *Keynote*. The educational curriculum in recent years has not only emphasized students' ability to take written exams, but also encourages the development of soft skills such as communication, interaction, and confidence-building skills. One of the methods that is considered effective in practicing these skills is through presentation activities. Today, presentations are no longer synonymous with the world of work or business, but have become an important part of the learning process at school. Awareness of the importance of this skill from an early age makes presentations an activity that must be mastered by students. Along with the times, the quality of education has also developed. Technology is increasingly being used as a means of supporting learning. If in the past the learning process only depended on whiteboards and books, now devices such as iPads are present as multifunctional teaching aids. Although it is often associated with entertainment such as playing games or watching movies, the truth is that the iPad is also very supportive of learning activities, including in terms of presentations. At Al-Azhar Cairo Junior High School in Banda Aceh, teachers began to integrate technology into learning, one of which was through the Keynote application. This application is used in student presentation

activities because of its practical and attractive features. Keynote is an Apple-made slideshow presentation app designed to provide an aesthetically pleasing yet easy-to-use visual experience. This makes it suitable for supporting the teaching and learning process in digital classrooms.

3. Summary. Drawing conclusions in the material is the process of conveying the core or important points of learning that have been explained, with the aim of clarifying students' understanding of the content of the material. The conclusion is usually at the end of the lesson or presentation and contains a summary of the main points, as well as the relationships between the concepts already discussed. In learning, conclusions can also be a means to reaffirm the core message so that students can remember it more easily.

### **Obstacles Faced in the Implementation of Multimedia-Based Islamic Religious Education Learning Model at Al-Azhar Islamic Junior High School Cairo Banda Aceh**

Multimedia can indeed make learning more interesting, but its use also has its drawbacks. The disadvantages of multimedia that are often experienced are obstacles on the internet network, slow or unstable connections, and disrupted user experience. At Al-Azhar Islamic Junior High School Cairo Banda Aceh, according to the results of the interview, the obstacles that are often faced are, the connection is not supported such as WIFI, a platform for PAI learning subjects that is limited and also students who are only glued to ipad, this obstacle often occurs at Al-Azhar Islamic Junior High School Cairo Banda Aceh.

1. WIFI. A slow Wifi connection can be a serious obstacle in the learning process in a multimedia classroom. In learning that uses digital media such as videos, interactive presentations, or internet-based applications, unstable connections can hinder the smooth running of teaching and learning activities. This obstacle not only reduces the effectiveness of the delivery of material by the teacher, but can also make students lose focus or feel less motivated. This certainly affects the overall quality of learning.
2. Flatfrom. A learning platform is a digital media or system used to support the teaching and learning process, both online and offline. This platform can be in the form of a website, application, or learning management system (LMS) designed to make it easier for teachers and students to access materials, do assignments, and interact in learning activities. However, while learning platforms are very helpful in supporting the educational process, not all platforms provide complete materials for all subjects. One example is the subject of Islamic Religious Education (PAI), which often lacks special portions or attention in the provision of content. The PAI materials available on several platforms are still limited, both in terms of the number, depth of content, and variety of presentation. This limitation can be caused by several things, such as the lack of contributors who focus on the field of PAI, or the platform prioritizes general subjects such as Mathematics, Indonesian, and Science. As a result, PAI students and teachers must seek additional learning resources from outside the platform to gain a more complete understanding. With this condition, it is important for learning platform developers to pay more attention to the equitable distribution of materials, including in the field of PAI, so that all subjects can be accessed fairly and equally by all students.
3. Students' Reliance on iPads in Classroom Learning. In learning in digital classrooms, the use of devices such as iPads is indeed very helpful in accessing materials, doing assignments, and



participating in interactive learning. However, it is not uncommon for students to become too fixated on the device and ignore the teacher's presence and the direct interaction that should occur in the classroom. This condition shows an imbalance in the use of technology. Students are more focused on screens, either because they are too engrossed in exploring digital content, playing games, or simply passively following the material without really understanding the teacher's explanation. This reduces attention to teachers as learning facilitators, so that the two-way communication process that is important in learning is hampered. Students' lack of attention to teachers can also have an impact on; a) Decreased understanding of the material because it is not focused during the explanation. b) Loss of opportunity to discuss or ask questions directly. c) Reduced values of discipline and appreciation for the actual learning process that emphasizes interaction and active involvement. Conditions like this are a challenge in the implementation of digital classrooms. Therefore, there needs to be a balanced management between the use of technology and direct involvement with teachers. Teachers also need to implement learning strategies that are interactive and encourage students to stay focused, such as group discussions, hands-on questions and answers, or reflective activities that require attention to the teacher's explanations. That way, technology can remain a tool, not a distraction.

## CONCLUSION

The application of a multimedia-based learning model in Islamic Religious Education at Al-Azhar Islamic Junior High School Cairo Banda Aceh shows that technology can be an effective means in improving the quality of the teaching and learning process. Through the use of devices such as iPad, Apple TV, and supporting applications such as Keynote, teachers are able to deliver material in a more interesting, interactive, and easy-to-understand way for students. This learning strategy also helps students to develop creativity through multimedia projects, such as video creation and presentations. However, the implementation of multimedia learning cannot be separated from challenges. Some of the main obstacles faced include slow Wifi connections, limited learning platforms especially for PAI subjects, and the tendency of students to rely too much on digital devices. These constraints can affect the effectiveness of learning if not managed properly. Therefore, adequate infrastructure support, teacher training in the use of technology, and a balanced approach to learning between digital interaction and hands-on learning are needed. With proper management, multimedia-based learning is not only able to strengthen students' understanding of the material, but also foster the spirit of learning, digital skills, and character values in accordance with the goals of national education.

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