



## **UTILIZATION OF IMAGE MEDIA IN ISLAMIC EDUCATION LEARNING**

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### **Abstract**

*The existence of means in the learning process can help in the achievement of the learning objectives. Image media is one of the learning media used in SMA Negeri 5 Malang in the PAI learning process and is also a medium that is considered successful in achieving a learning goal. Therefore, the purpose of this study was to determine the implementation of imaging media in PAI lessons in XII MIPA 2 class at SMA Negeri 5 Malang. The qualitative approach in this study is used by researchers with the type of case study. Observations, interviews, and documentation are techniques used by researchers in data collection. The data analysis technique in this research is data collection, condensation, data presentation, and drawing conclusions. Verification of the validity of the data obtained by triangulation, verification of members and peer discussion. The results of this study are three groups in the implementation of imaging media in SMA Negeri 5 Malang, including: 1) Opening 2) Implementation 3) Closing*

**Keywords:** Images, Islamic Religious Education.

## **INTRODUCTION**

Education is the most important part of realizing the welfare of the country, so that from each region shoulder to shoulder in building quality education. The City of Education is an inherent designation for the city of Malang, because of the many educational institutions that stand both formal schools, college campuses, non-formal schools or course places and also Islamic boarding schools. SMA Negeri 5 Malang is a superior school in Malang with an environmental nuance.

Education as one of the bridges that can raise degrees, make progress and also be in a position on an equal footing with developed countries. (Zusnani, 2013: 5) So education is among the most influential factors in improving the quality of human life. For human life education includes absolute needs that must be met throughout life. Without education at all, it is absolutely impossible for a group of human beings who can live to develop in line with aspirations (ideals) to progress, prosper and be happy. Basically, education as a process helps humans to be able to develop the potential that exists in them. In addition to the general lessons learned, Islamic religious education is also included in those learned by students in schools. The existence of Islamic



religious education in schools that aims to increase the spiritual potential of students, so that they can become people of faith in Allah SWT and also have noble morals.

In the learning process, in addition to involving humans, it also utilizes various learning resources as an effort to obtain and improve cognitive, affective, and psychomotor aspects. Activities in learning also require an interaction between the two parties, both teachers and students, Susilana and Riyana (2009: 2) say that the learning process is a process in communicating, so there is a channeling of information or messages conveyed by someone to an individual or group of people.

Media is part of communication activities, so the process of communicating also needs to be supported by the existence of a medium. Likewise, in the world of learning, that media are very much needed in learning and teaching activities, because there are messages or information that will be communicated or conveyed, messages or information that will be conveyed by the teacher to students through the media is usually in the form of the content of the material or a topic. The learning system at this time, students are not only listeners or recipients of messages and information, but also as conveying messages and information. Whatever learning, communication system is carried out whether it is in one direction, two directions or many directions, a medium is still needed to increase effectiveness in achieving goals or competencies. Berlo (in Susilana and Riyana, 2009: 4) conveys the effectiveness in communicating can be seen through the sign "area of experience" or between the giver of the message and the recipient of the message it is both in the same area of experience, which so that in the flow of conversation can be interconnected / connected.

When science and technology also enter the world of education, this makes diversity in learning media that will be used to help and facilitate teachers and students in the learning process, although there are various kinds of learning media with their respective advantages that can be used, of course teachers must have skills in choosing the right media and can also use it well, because it is also a determinant in the success of the learning process with the use of media. (Ramli, 2012: 12)

The image media are just a two-dimensional medium that cannot be stimulated by the ears to be listened to, but can only be seen by the eyes. However, the medium of the image can also convey a message or information by attracting attention, clarifying the material, can illustrate the facts and information. (Kunandi and Sujipto 2013: 41-42). Meanwhile, according to Anas (2011: 11) that image media have characteristics that can be understood and also enjoyed anywhere, concrete, realistic, unlimited



space and time, can be petrified in clarifying observations and problems, and is very easy to get and has an economical price.

The selection of learning media that will be used by teachers to teach students must adjust to the objectives of the learning itself, adjusting also to the conditions of students and the material that will be established for students. This is done to obtain results from learning activities that are in accordance with the plan and also expectations.

Wiroatmodjo and Sasonahadjo (2022) conveyed that the use of learning media appropriately in choosing and using learning media that various variations can overcome passive attitudes that exist within students. Therefore, learning media can be useful to increase the motivation and passion for learning students, and also make students able to interact directly with reality and the learning environment.

The use of learning media that are not only appropriate and also varied can also be one of them is the learning media used at SMA Negeri 5 Malang, namely image media which is to arouse the interaction between teachers and their students and with their learning environment. According to Subana and Sunarti (1998: 322) that the medium of images can make students' attraction to learning increase, and students can also easily understand explanations, even though they are abstract in nature. This can be seen in the students of class XII MIPA 2 SMA Negeri 5 Malang who are very active in the classroom when participating in the learning.

## **METHOD**

The qualitative approach used in this study is by researchers and in a descriptive form, in order to be able to describe and also interpret according to the object (Sukardi, 2013: 116) While the type of this study according to Basuki in Purwanto (2014: 129) is a case study conducted by this study which in collecting data in depth, thoroughly and in detail regarding the Implementation of Image Media in Pai Class XII MIPA 2 Lessons at SMA Negeri 5 Malang.

There are two types of data sources used in this study, namely primary data and secondary data (Arikunto, 2002: 91). The primary data of this study is from teachers of SMA Negeri 5 MALANG who include the principal, curriculum waka, pai teachers class XII MIPA 2 and students of class XII MIPA 2. As for secondary data that complements primary data, namely from documents, archives, journals, notes and books.



Researchers in collecting their data using the observation method according to Margono (1997: 158) through observation and also recording of the object under study, the interview method carried out by the researcher by giving questions orally to the subject being studied, and the documentation method to complement the data obtained from observations and interviews.

Data analysis on the implementation of image media at SMA Negeri 5 Malang using the Milles and Huberman model in Gulo (2004) 1) Data Collection as an initial stage by collecting as much data as possible and then selected and summarized. 2) Condensation to simplify all the data that has been collected, then present it in a better and neater order. 3) Presentation of data carried out by researchers with narrative descriptions on the data of this study. 4) Drawing conclusions and verification of the data.

In order to ensure the validity of the data obtained, the researcher checked the validity of the data in a way according to Moleong (2014: 330) namely 1) triangulation: triangulation of sources whose checking through several sources related to this study, triangulation techniques by matching data obtained from the same source as the data obtained through observation, interviews as well as with documentation and triangulation of the time that checked by comparing the data obtained on different days 2) checking members by discussing the results of the study to the source who has provided the data. and 3) discuss it with peers.

## **RESULTS AND DISCUSSION**

The implementation of learning which is the realization of the learning process that has been determined or planned in advance which is then followed up in reality to achieve effective and efficient learning objectives (Mulyasa, 2005: 162) While the image media according to Hamalik (1994: 95) everything that is channeled, is poured out both from the results of thought and taste into two-dimensional form, such as pictures, photos, paintings, posters and so on.

The nature of the learning and teaching process according to Krisdianto in Slameto (2010: 10) a system whose components work together to achieve learning objectives. The delivery of material delivered by the teacher through the media of images which is an effort by the teacher to make it easier for students to understand and make active in the classroom. Lutfi (2013: 152) said that educators are likened to a driving force for their students to learn well. Therefore, educators are not only good



at delivering a material but also designing the learning process and choosing and sorting out which material can use the media.

Learning media includes tools used in the learning process, which are to channel or convey material information to students in order to stimulate the thoughts, emotions, interests and attention of students. So that an interaction will be created between teachers and students. The use of the right learning media will make students more motivated, more active and easier to digest the material that has been conveyed by the teacher during the learning process.

The implementation of image media in the Pai Class XII MIPA 2 Lesson at SMA Negeri 5 Malang was carried out as according to Mulyasa (2002: 162) that the implementation of learning media was carried out by being divided into the smallest groups. For example, in the learning process in the group such as warm-up activities, then appreciation, then consolidation, formation of competencies and finally assessment. Learning activities can also be grouped into 3 main parts which include:

### **1. Opening Activities**

In the opening activity of the PAI class XII MIPA 2 teacher at SMA Negeri 5 Malang, it was carried out with an opening greeting first, followed by praying before the learning began, then checking the presence of students who are part of the disciplinary attitude, providing motivation to stay enthusiastic while following the lesson, a little material was mentioned by relating to the experience of students as a preheating for learning or as a stimulus to focus attention learners on the topic of the material, and finally the Teacher mentions the learning objectives to be achieved in this material.

### **2. Core Activities**

The use of image media as Kosasi conveyed its implementation (2007: 17) that the use of image media teachers must adjust growth and development in students, then the teacher shows pictures in front of students, then the teacher explains it, then the teacher gives questions and gives assignments.

The implementation, which is the core in the learning process, in the application of image media at SMA Negeri 5 Malang in the pai class XII MIPA 2 lesson as follows:

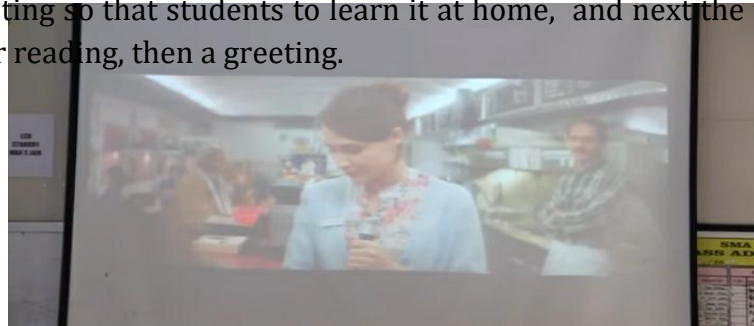
- a. Literacy activities for 10 minutes for students to read material from package books or other supporting books.



- b. The teacher displays the material in ppt form in front of the learners to convey and explain it to the learners.
- c. Teachers and students discuss together regarding the material discussed with questions and answers and exchange information / opinions.
- d. Learners are formed into groups.
- e. The teacher displays in front of the students the pictures that have been prepared and of course the drawings are also in accordance with the material discussed.
- f. Then ask the learners to look at the picture and educate it with a group of friends.
- g. And each representative group to identify, give an opinion on the events in the picture, also provide solutions or input to the problem, and also convey an ibrah that can be extracted from the events that occur in the image.
- h. In order for the knowledge and skills of students to remain hopeless about the material that has been delivered, the teacher provides a task in the form of a project / product / portfolio / performance task.

3. Closing Activities

Activities that as the end of the learning activity, the teacher and students reflect on the learning activities that have been carried out, draw conclusions from the material that has been discussed together, do not forget to also the teacher gives appreciation or appreciation in the form of constructive praise so that students are excited and also happy in learning, the teacher also informs the material for the next meeting so that students to learn it at home, and next the teacher closes with a prayer reading, then a greeting.



Picture 1. Using LCD in PAI learning



Gane in Sadiman (1993: 6) conveyed that there are many types of media components that can stimulate learning in students, including those as done in the PAI learning process at SMA Negeri 5 Malang by using image media to be able to stimulate student interest and this is proven when the picture is displayed by the teacher in class XII MIPA 2 students with the material Achieving the Love of Allah SWT With Ihsan. Indeed, the benefits of using image media in general, according to Ardiani (2008) can make it easier for teachers and students to interact so that their learning can be more affective and also efficient. Therefore, this image medium can also communicate a clearer fact and idea.

Learning media can be used as an effort by teachers to increase interaction between teachers and students and the learning environment, this shows that image media as a teaching tool that can help in supporting the use of learning methods used by teachers and with the use of image media can also form memories in students that will be better and perfect, because the learner's memory is processed more effectively and deeply through the medium of images. The high memory that students have will achieve high achievements both individually and in groups.



**Picture 2. PAI Learning Situation**

Students of class XII MIPA 2 are more focused on paying attention through image media, this is in accordance with what was explained by Arsyad (2014: 89) said that the learning process using image media can affect students' learning interests where the content of the material and the real world can be connected. In line with Daryanto (2011: 103) That the use with the medium of images can attract the attention of learners, as well as Djamarah (2008: 132) reveals that the expression of



students who have that interest will be greater enthusiastic about attention to something they are interested in. Tu'u (2004) conveyed that the success factor of student learning can be seen from the way students learn, one of which is seen when students concentrate when before and during learning.



**Picture 3. Father Learner Situation**

The image media used by PAI teachers makes students active in their learning activities, this can be seen in the enthusiasm and enthusiasm of students in conveying identification, conveying problems in the picture, conveying solutions or input in the problems in the picture and also explaining the ibra that lessons can be taken from the picture. So that the conditions in the classroom are more lively and pleasant.

An interesting and comfortable atmosphere in the classroom can be done by the teacher by creating activity in students. Statement of Siswoyo (2007: 119) who is a teacher as an educator in the school environment, so that interaction between teachers and students can appear, if the educator manages the classroom well. And teachers are also referred to as drivers or basic planned efforts to activate learners while learning in the classroom. Martinis (2007: 77) said that students who are active in their learning can stimulate or develop the potential that exists in themselves, can have more critical thinking and can also solve a problem that exists in their lives.

So in addition to planning and presenting good learning concepts, teachers can also activate learners during learning, by involving active learners both in physical, mental and social activities. According to Gagne and Briggs in Martinis (2007: 84) students who are active in the learning process are due to factors: There is an outside impulse to attract the attention of students, which makes students active in learning. The existence of stimulus such as the problem / topic being studied. There is an



activity that is carried out, so as to make students participate in learning. Providing an instructional in learning, Reminding the competencies to be achieved to learners, so that they can strive to obtain them / get them. The existence of tasks or tests for students, so that they can continue to be monitored for developments in their abilities. The existence of activities concludes the material every time at the end of the learning. Meanwhile, Monika and Adam (in Andriani & Resto: 2019) that motivation as an encouragement that can grow and also increase learning activities.

The activeness of students in learning which is part of the indicators, because of the desire in the learners to learn it and is also characterized by students who are not passive such as being active in asking questions, daring to express their opinions and also responding to stimuli carried out by the teacher. The activeness of students is not easy to grow by itself, therefore students need a motivational boost, or things that can arouse enthusiasm and also the interest of students to be active in their learning either from the teacher or from a supportive learning environment.

Hamalik conveyed in Arsyad (2014: 15) that the use of learning media during learning activities can also arouse or increase new desires and interests, motivation and stimulation of activities in learning, and can even have an influence on the psychology of students.

So internal and external encouragement to students who are doing learning activities can help awaken in students to be active in learning activities or help in changing the behavior of students from initially passive to more active.

## **CONCLUSION**

Based on the research and also the discussion, it can be concluded that the interaction between the two sides of the teacher and students indicates that the class is not dim or dead, but alive and active, in generating interaction between the teacher and the student, the teacher can create it, because there is an action there will be a reaction, so there must be someone to start it first and here the teacher can start it.

The implementation of image media will be more interesting if students are also participated in interaction with the media and their learning environment, as is done in the implementation of image media in the PAI class XII MIPA 2 lesson at SMA Negeri 5 Malang with three stages, namely opening, implementing and closing, whose orientation from beginning to end of students is more emphasized to be more active in learning.



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