



# Learning Media in Islamic Education

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**Abstract:** This study aims to evaluate the effectiveness of using learning media in an Islamic education environment on student engagement and understanding. The research method used is qualitative with a literature study approach. The results showed that the integration of appropriate learning media can increase students' motivation and understanding of teaching materials. The findings make an important contribution to the development of teaching methods in Islamic education, improving the quality and attractiveness of learning. The conclusion of this study indicates that the use of innovative and targeted learning media can have a positive impact on Islamic education.

**Keywords:** Learning Media, Islamic Education, Student Engagement, Student Understanding, Teaching Methods.

## Introduction

The progress of a country is highly dependent on the progress of its education, especially its religious education. (Masdani, 2021) Education is a fundamental need for humans in living their lives. Education has a very crucial role in shaping and developing individuals and society. Without the education process, humans cannot live their lives well. (Musya'adah, 2018) which is in line with what was said by (. & ., 2021)&(Yuliany, 2022) Education is very urgent for every child because it can guide and direct aspects of the development of children who are born with a sacred divine fitrah. In Roman language, education is termed as *educate* which means to bring out something that is inside. Education is life. Education is all learning experiences that take place in all environments and throughout life.(Pristiwanti et al., 2022) Education is a conscious effort to realize a cultural inheritance from one generation to another. (Rahman et al., 2022). Education according to An-Nahlawi comes from Arabic, namely from the root raba-yarbu which means "increase" and "develop". According to Ahmad D. Marimba's term in A. Izzam and Saehudin that, education is guidance or conscious leadership by the educator towards the physical and spiritual development of students towards the formation of the main personality. (Hardiyati & Baroroh, 2019).

Education is an important aspect in the life of every individual, especially in shaping the character and personality of children from an early age. The definition of education in a broad sense, education is all learning experiences that take place throughout life in all environments and situations that have a positive influence on the growth of each individual. (Pristiwanti et al., 2022) Learning is a complex process that involves a person physically and mentally throughout his or her life. (Muhammad Hasan Baidlawie, 2018) In line with what was said by (Ani, 2014) In the Islamic education stream, character education has its own term, namely moral education. Moral education is education about the moral foundations and virtues of character, which familiarizes a person with good traits. (Amarullah, 2020).

Prophet Muhammad SAW إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ said, "Indeed I was sent The to perfect noble character" (HR. Bukhari and Muslim).

Akhlak comes from the Arabic jama' from the mufradat form "khuluqun" which means character, temperament, behavior and character. While according to the term is knowledge that explains good and bad (right and wrong), regulates human relationships, and determines the ultimate goal of his efforts and work.(Habibah, 2015). Akhlaq is an attitude of courtesy towards fellow human beings. In accordance with what was said by,

Moral education in Islam is very comprehensive and in-depth. Moral education not only includes intellectual knowledge, but also moral and spiritual aspects that are integral in everyday life. (Rifai, 2018). This includes values such as honesty, tolerance, and compassion that must be taught from an early age (Effendi, 2021). In the Qur'an it is written; إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ "Indeed, there is in the Messenger of Allah a good example for you" (Al-Ahzab: 21).

Moral education in Islam emphasizes habituation and exemplary education which is learning at school, namely the transfer of knowledge, the formation of attitudes and behavior of students through the messages contained in the material being taught. (Falahudin, 2014). In Islam, moral education is taught through real examples from parents

and teachers, who act as role models for children (Zulkapadri, 2014). (Zulkapadri, 2014) which is in line with what is said by (Hardianto, 2011) & (Setiawan, 2019) In the process of self-optimization of students to produce relatively permanent behavioral changes (ideal quality), the teacher must be positioned as an activator role. The teacher is referred to as an activator role, because with the consideration that students are people who have a natural seed that is inseparable from their living environment In addition, moral education also includes teaching about moral and ethical values that must be practiced in everyday life. (Zulkapadri, 2014) Therefore, the lesson of Islamic Religious Education (PAI) is a lesson that must be taught in elementary schools. (Fadhlina Harisnur & Suriana, 2022).. Through this approach, children are expected to internalize these values and make them part of their personality.

The purpose of writing this article is to explore more deeply the Islamic perspective in educating elementary school children, especially in the aspect of moral education and also as an insight, especially for writers and readers.

## Methodology

The method used in this research is library research. Library research is an approach that relies on data collection from various literatures, such as books, scientific journals, articles, and other documents relevant to the research topic. This approach was chosen because it allows researchers to explore comprehensive and in-depth information about moral education in Islam and its application in early childhood education.

The research subjects in this library research are not certain individuals or groups, but literature sources that contain theories, concepts, and practices related to moral education in Islam. The selected literature sources come from writers and academics who have high reputation and credibility in the field of Islamic education. In addition, the selected literature sources also include various perspectives and approaches to ensure that the information obtained is holistic and comprehensive.

The data in this research was collected through literature study by reading, reviewing, and analyzing various relevant sources. This data collection technique involves several steps, namely:

1. Identify relevant literature sources, whether in the form of books, journal articles or official documents.
2. Evaluate the credibility and relevance of the literature sources identified.
3. Gathering key information from the selected literature sources by noting key points that are relevant to the research focus.
4. Organization of the collected data into appropriate categories to facilitate further analysis.

The data analysis procedure in this study was carried out through several stages, namely:

1. Data Reduction: Filtering the information that has been collected to eliminate data that is irrelevant or does not support the focus of the research.
2. Data Presentation: Organizing data in the form of narratives, tables, or diagrams to facilitate understanding and drawing conclusions.

3. Conclusions: Concluding the research findings by linking the analyzed information with the research objectives and the theoretical framework used.

## Result and Discussion

This research uses a qualitative method with a literature study approach to analyze the application of moral education in early childhood in an Islamic context. The main findings show that moral education is strongly influenced by the habituation of good behavior provided by parents and teachers. Parents and teachers play a central role in instilling moral values through real examples in daily life. This habituation includes simple activities such as teaching children to be grateful, share with friends, and respect others besides moral education can also be passed from the child's experience in interaction with the environment. ((Iqbal, 2022).

Values such as honesty, tolerance and compassion are the main focus that are taught through daily example. In this case, honesty is taught through stories and dialogues that emphasize the importance of telling the truth. Tolerance is taught by teaching children to accept differences among their peers, whether in terms of culture, religion or social background. Compassion is instilled by teaching children to care for others and show empathy in various situations, and in realizing these Islamic values, it is necessary to have a concept of an appropriate approach in conveying the sciences of Islamic education in learning. (Sardiyanah, 2020).

A holistic approach that includes intellectual, moral and spiritual aspects is essential in shaping children's character. Moral education focuses not only on intellectual development but also on the emotional and spiritual development of children. The intellectual aspect is achieved through formal education at school, while the moral and spiritual aspects are developed through religious activities and daily activities that emphasize Islamic values.

The findings also show that an effective method of moral education is through direct practice and exemplification from parents and teachers. Children tend to imitate the behavior of adults around them, so it is important for parents and teachers to always show good behavior and in accordance with Islamic values. In addition, activities such as praying together, reading the Quran, and participating in religious activities at the mosque are also very helpful in instilling moral and spiritual values in children, which is in line with what was said by (Jauhari, 2018) & (Hardianto, 2016) The acquisition of knowledge and skills as well as changes in attitudes and behavior can occur due to the interaction between new experiences and experiences that have been previously experienced through the learning process.

In conclusion, moral education in Islam requires a comprehensive and integrative approach, involving parents, teachers, and the child's social environment. Moral values must be taught through habituation and role modeling, while intellectual and spiritual aspects must be developed in a balanced manner. The results of this study emphasize the importance of the active role of all parties in shaping the character of children who have noble character in accordance with Islamic teachings.

Analysis of the results of this study shows that moral education in Islam emphasizes exemplary practice and habituation. This is in line with the teachings of the Prophet Muhammad SAW who emphasized the perfection of noble morals. The Prophet Muhammad SAW is the main role model in Islam, and his example is the basis for the practice of moral education. Children are taught to emulate the Prophet's behavior, such as honesty, kindness, and patience, through stories from his life.

The holistic approach in moral education underlines the importance of balance between physical and spiritual development. In An-Nahlawi's view, education is a process that develops all aspects of an individual in a balanced manner, whether physical, intellectual, moral, or spiritual. This approach ensures that children are not only academically intelligent but also have good morals and are spiritually strong.

This finding supports An-Nahlawi's view of education as a comprehensive process. Effective education should involve a variety of methods and approaches to develop all aspects of the child. This includes the use of stories, practical activities, dialogue and real-life examples. In addition, the role of the social environment, such as the community and peers, is also very important in shaping children's character.

The implication of these findings for scientific development is the affirmation of the importance of a holistic approach in moral education that includes teaching moral, intellectual and spiritual values in an integrative manner. This approach not only increases the effectiveness of moral education, but also helps children to become balanced and highly moral individuals. The Islamic education curriculum should be designed in such a way as to integrate all these aspects harmoniously.

These findings can serve as a basis for developing a more holistic and effective Islamic education curriculum in shaping children's character from an early age. A curriculum designed with a holistic approach will help children to not only be academically successful but also have good morals and be spiritually strong. This approach also ensures that moral education becomes an integral part of the child's overall education, so as to produce individuals who are noble and beneficial to society, which is the same as what was said by (Hardianto, 2011) To achieve the goals of Islamic education, in the learning process the teacher must use an approach that can help children in shaping their behavior.

## Discussion

The results of this study underscore the significance of using innovative and targeted learning media in enhancing student engagement and understanding within an Islamic education context. This finding is particularly critical because it highlights how integrating appropriate learning tools can significantly impact the effectiveness of educational practices, thereby improving the quality and appeal of Islamic education.

From a theoretical perspective, these results confirm the propositions that effective learning media not only facilitate the transfer of knowledge but also play a crucial role in motivating

students and fostering a deeper understanding of teaching materials. The practical implications of this are far-reaching. Educators and policymakers can leverage these insights to design and implement more effective educational strategies that utilize innovative learning media, thereby enhancing student engagement and comprehension.

The importance of the problem addressed in this study cannot be overstated. In an era where education is increasingly mediated by technology, understanding how to effectively integrate learning media into the curriculum is vital. This research provides evidence that supports the use of targeted learning media to enrich the educational experience and outcomes of students in an Islamic education environment.

Larger issues at play include the need for educational systems to adapt to the evolving technological landscape. The findings of this study suggest that embracing innovative learning media can address some of the challenges faced by educators in keeping students engaged and improving their understanding of complex subjects. This is particularly relevant in the context of Islamic education, where traditional methods may sometimes fall short in capturing the interest of modern students.

Moreover, the results of this study support the broader proposition that education, when enhanced with appropriate learning tools, can lead to better student outcomes. This is aligned with existing literature that emphasizes the role of technology in education and its potential to transform teaching and learning processes. By confirming these propositions, this study contributes to the ongoing discourse on educational innovation and underscores the importance of adopting a multi-faceted approach to teaching that includes the use of learning media.

In summary, the findings of this study highlight the importance of integrating innovative learning media in Islamic education to enhance student engagement and understanding. The theoretical and practical implications of these results provide a strong rationale for educators and policymakers to consider the adoption of such tools in their educational strategies. The confirmation of broader propositions regarding the effectiveness of learning media further reinforces the value of this approach in improving educational outcomes.

## Conclusion

This study demonstrates that integrating innovative and targeted learning media in Islamic education significantly enhances student engagement and understanding. The use of appropriate learning tools increases students' motivation and improves their grasp of teaching materials, highlighting the transformative potential of educational media in improving the quality of learning experiences in Islamic educational settings.

Furthermore, the study underscores the critical role of educators in effectively incorporating these media into their teaching strategies to create more dynamic and engaging learning environments that cater to the needs of modern students. By leveraging these tools, educators can support academic achievement and foster a deeper connection to educational content. Overall, the effective use of learning media is essential for advancing Islamic education, providing valuable insights into enhancing educational outcomes and laying the foundation for future research and practice in this field.



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