

Learning Media and Student Engagement in Islamic Religious Education

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Submit
16 Juli 2026

Review
23 Juli 2026

Publish
30 September 2026

Abstract

This study explains the importance of media in student learning. The development of science and technology has given birth to various media that can be used to develop learning. The reason for the use of learning media is the emergence of various limitations in teaching and learning activities. The method used in writing this scientific paper is a qualitative descriptive method with a literature study approach. Learning willingness is everything that is used as an intermediary or liaison from the informer, namely the educator, to the recipient of the information, namely the learner. There are three characteristics of learning media, including relative, manipulative, and distributive. Learning media is divided into 4 types, namely visual, audio, audio-visual, and multimedia. The main function of learning media is to serve as an auxiliary tool in efficient and effective learning. The use of learning media in teaching has several criteria in the selection of media. There are three stages in using learning media in teaching, namely the preparation, presentation, and closing stages. The use of learning media in the teaching and learning process can arouse desires, minat and, motivation, and stimulation of learning activities.

Keywords: Learning Media, Religious Education, School, Teacher

Abstrak

Penelitian ini menjelaskan pentingnya media dalam pembelajaran peserta didik. Perkembangan ilmu pengetahuan dan teknologi telah melahirkan aneka media yang dapat difungsikan untuk mengembangkan pembelajaran. Alasan penggunaan media pembelajaran adalah timbulnya berbagai keterbatasan dalam aktivitas belajar-mengajar. Metode yang digunakan dalam penulisan karya ilmiah ini adalah metode deskriptif kualitatif dengan pendekatan studi pustaka. Media pembelajaran adalah segala sesuatu yang digunakan sebagai perantara atau penghubung dari pemberi informasi, yaitu pendidik, kepada penerima informasi, yaitu peserta didik. Ciri media pembelajaran, antara lain: fiksatif, manipulatif, dan distributif. Media pembelajaran terbagi menjadi empat jenis, yaitu visual, audio, audiovisual, serta multimedia. Fungsi utama media pembelajaran dapat bermanfaat sebagai alat pembantu dalam pembelajaran yang efisien dan efektif. Penggunaan media pembelajaran dalam mengajar memiliki beberapa kriteria dalam pemilihan media. Ada tiga tahap dalam menggunakan media pembelajaran dalam mengajar, yakni tahap persiapan, penyajian, dan penutup. Pemakaian media pembelajaran dalam proses belajar-mengajar membangkitkan keinginan, minat, motivasi, serta rangsangan kegiatan belajar.

Kata Kunci: Media Pembelajaran, Pendidikan Agama, Sekolah, Guru

PENDAHULUAN

The advancement of science and technology at this time has resulted in the creation of several discoveries, especially in the variety of media that can be used to develop the learning (Nurdyansyah, 2019). If in the past education could only be reached by people in Indonesia with low-quality (Nurrita, 2018). Then with the development of the times and the advancement of science and technology education can be reached by the public more optimally in terms of higher quality and efficiency in terms of the time used (Pito, 2018). Improving the quality standards of learning is one of the important aspects and needs to be considered when carrying out the learning process to improve the quality level of the education (Arief, 2009). This can be

interpreted as the task of each educational institution and is mainly the task of an educator and prospective educator who is at the forefront of the education (Mansir, 2020).

Improving the quality of learning is one of the two benefits of learning media as quoted in (Nurrita, 2018), where there are two benefits felt when using learning media; First, the learning media itself can be used by an educator as a guide to achieving the main objectives of learning that is expected to present the material well in order and systematically so that it can help in explaining the correct and interesting material to improve learning outcomes. Second, learning media can increase aspects of interest and enthusiasm for learning from students (Tafonao, 2018). So that students can think and digest the learning material that has been presented by educators in active and fun learning situations. So that students can understand the learning material easily.

The learning process cannot be separated from the media (Batubara, 2020). Media can be used as a facility to explain the learning material that educators want to convey to students (Mansir, 2020). There are 4 factors why it is so important to use learning media in education, namely: (1) Raising the level of the quality of learning. (2) Learning media is a demand in this new ideal time. (3) There is a need to create its market. (4) The view of education in the global era (Arsyad, 2011). Moreover, the importance of using learning media can also be seen from its impact on the cognitive, affective, and psychomotor realms of the learners themselves, their impact on the capabilities of an educator in teaching, and their influence when making the atmosphere and climate of learning. Learning media is expected to help students to gain insights, and attitudes to new skills. Various types of media can be used by educators for learning, but educators must also be careful and good at choosing the type or variety of learning media.

The development of the digital world in the world of education also has a significant influence on the interaction patterns of students and students (Mansir, 2021). Students who usually have good digital literacy tend to get tired of not focusing faster when the learning process is carried out traditionally or conventionally. Learning media that is suitable for the needs of the learning process will make the learning process effective and efficient so that the learning material that has been presented by educators to students can be understood optimally and optimally. Learning media in the education system is very necessary and has an important role also in the growth and development of students in schools so that the new insights and skills that students get from educators can be implemented properly.

From the description above, it can be said that learning media is an important element in the education system, and has the function to be a suggestion in the indirect communication (Mansir, 2021). As an important element in the education system, it means that learning media must be used or used in every learning process. Thus because if this element cannot be realized properly, the results obtained cannot be optimal. Therefore, an educator and prospective educator must have skills in using and developing various types of learning media in this location era. These skills can help educators in planning and implementing an efficient and effective learning process. Other than that, the skills of an educator in using learning media can also lead educators and prospective educators to think more creatively, critically, and *out of the box* when using a learning media.

METHOD

In this study, metode is a way for the author to obtain data used for certain things and has the characteristics of activities, namely based on science, namely systematic, rational, and empirica (Agung Kurniawan & Puspitaningtyas, 2016). In writing this article, the author uses a method of studying literature and literature that takes sources from the main reference books and also scientific journals that were published less than 10 years ago and also the writing of this article is sourced from real facts that the author experienced himself. The literature and literature study method aims to obtain more valid and interesting data or material from other sources that can be used as reference material for the theme of the scientific work being studied and researched. The results obtained from this scientific work are intended to obtain new knowledge or insight into the topic presented so that it is expected to be implemented in living (Asep Kurniawan, 2018).

RESULT AND DISCUSSION

Media comes from the Latin *medius*, which linguistically means intermediary or introductory (Arsyad, 2011). Furthermore, Kustandi & Sutjipto, as quoted by Nurdyansyah (2019), formulated that learning media is a tool used by educators to assist in carrying out the learning process and has a function in clarifying and facilitating the presentation of information or messages that educators want to convey so that learning objectives can be achieved properly, optimally and perfectly. In line with the statement above, Mashuri as quoted, (Batubara, 2020) stated that learning media is something that channels the subject matter and stimulates the thoughts, feelings, interests, and attention of students.

According to Azikiwe, as quoted by (Hasan et al., 2021), learning availability is anything used by an educator to use his senses, ranging from touching, smelling, seeing, and hearing to tasting, when presenting learning to students with learning objectives after going through a detailed and detailed design stage. Latuheru in (Yuniastuti et al., 2021) argues that learning media are all forms of tools and materials and are combined with techniques and methods that are adapted in learning activities with the main objective of helping the formation of an educational interactive learning process between students and educators effectively and efficiently.

Learning media can be defined as a means of helping the learning process which aims to stimulate the attention, thoughts, feelings, abilities, and also skills of students that can support the occurrence of a good learning process (Tafonao, 2018). In line with this opinion, Unang & Syaefuddin (Wahidin & Syaefuddin, 2018) formulated that learning media is a tool that can help in conveying information in learning activities, used by educators as presenting information to the recipient, namely students with the main intention so that the educational goals that have been set can be achieved permanently and efficiently. The basis for using learning media is to be carried out wisely and wisely so that educators and students can knit appropriate communication, it is also hoped that a conducive learning climate is formed (Mansir, 2020).

From some of the understandings above, the author concludes that the understanding that can be drawn from the description above is that what is meant by learning media is a component in the learning process that has an important role and function in the progress of the learning process. The use of learning media has an impact on influencing the level of quality of the process and the results of achieving learning. The learning media itself, if interpreted more narrowly, can be defined as something in this case a tool or material used to present messages or information from an educator to students which are expected to help support the learning process to be more effective and efficient.

Characteristics and Classification of Learning Media

Gerlach & Ely said there are three characteristics or characteristics of learning media, as adapted from Azhar Arsyad, including the following (Arsyad, 2011):

1) Fixative Features

The meaning of this feature is that the media can reconstruct, store and record an object that occurs at a certain moment. For example, there are phenomena of floods, volcanic eruptions, hurricanes, landslides, and others that are captured by the recording. This characteristic is very important for an educator because tragedies or peristiwa that have gone through the recording process and are accompanied by the form of media can be used at any time without any time limit.

2) Manipulative Features

The point of this characteristic is that the medium allows the transformation of an object. An event or phenomenon that occurs with a long duration or time consuming can be explained to learners in a more concise way of 5-10 minutes. An example is when the hajj process occurs, which is a long duration, it can be shortened to only a few minutes if it is explained using a medium. More than just being accelerated, a tragedy or phenomenon can also be presented more slowly so that learners can understand it in more detail, detail and easily. For example, an earthquake occurs whose process occurs only a few seconds or minutes can be presented more slowly so that students can see the details of the process of the earthquake.

3) Distributive Features

Distributive characteristics can be interpreted as the media can transport an object, phenomenon, or tragedy without any boundaries of space and time so that it can be presented to the general public with experience stimuli that are not much different. For example, a visual

or audio recording can be shared via a link or drive that everyone can reach using the internet. When a message is recorded in any medium it can be reproduced up to several times and can be used together in many places many times. The collapse of the message recorded to media just now is still the same it can still be said to be the same as the original.

According to Gagne, there are seven (Sadiman et al., 2009) types of media groupings, namely: learning machines, sound images, films with sound objects that can be demonstrated, oral communication, still images, and print media. Seven types and varieties of media are further given a label with the type of contribution or benefit provided by the variety of media: whether the learning media used can only carry out its duties as a stimulus in the process of learning, or it can be further to be able to get feedback from students.

Meanwhile, if it is based on the form of student participation, the classification of learning media is divided into four, namely as follows:

a. Media Visual

Visual media can be defined as a medium that utilizes the sense of sight to capture the information presented. Educators can use this type of media to observe, observe and see. Examples of visual media are print media, and graphics to non-print visual media.

b. Media Audio

Audio media can be defined as media that utilizes the sense of hearing as a capture of information or messages that have been presented. The best technique to optimize the process of presenting information through this medium is to maximize the quality of the sound or audio source, it can also be by amplifying the audio volume. Two types of manipulation can be used for audio media, namely verbal and non-verbal. Examples of audio media are such as vocalizations from oral, namely words or sentences, music to instrumental, etc.

c. Media Audio-Visual

Audio-visual media is a medium that can be said to be a form of combining two media at once, namely visual and audio media. This media is divided into two types in it: First, it is pure audio-visual media which means audio and visual media that are incorporated into one file at once, for example, voiced video; Second. Is an impure audio-visual media which means that this media can combine audio and visual in one media file, for example, is the use of ppt slides which are combined with audio recordings that are played at the same time.

d. Multimedia

Multimedia can be said to be a relatively new medium. Multimedia is a medium that combines two elements, namely audio and visual using tools. There are two types of multimedia, namely linear and interactive multimedia. Linear multimedia is defined as a medium that cannot be controlled by the user and the visual and audio presented rotates systematically. Meanwhile, interactive multimedia can be categorized as media with added control features and operational controls that can be accessed by the user. The visuals and sounds presented can be managed for the future process.

Functions and Benefits of Learning Media for Students

The function of learning media is to make a learning activity free from obstacles and create interactive learning both directly and indirectly between the information presented by educators and students as recipients. More clearly according to Kemp & Dayton in (Hasan et al., 2021), there are three main functions of media in learning, including the following:

First, learning media can arouse the enthusiasm and motivation of students (Mansir, 2021). Learning media can be applied in a fun and the not boring way in the hope that it will create results in the form of a stimulus for students to be active in learning. Second, learning media can present messages or information to students. The format and form of explanation of the learning media itself are general so that they function as an intermediary. Third, learning media functions to involve students in learning both physically and spiritually in a real way by still being on the path of learning objectives. The information that educators want to present must be interesting and systematically compiled by being reviewed from learning principles so that the learning that occurs becomes effective. Other than fun, learning media must also pay attention to the nature of learning that provides experience and according to the needs of individual learners.

Learning media in addition to having a function also has a variety of benefits that can have an impact on the learning process (Harianto & Saputra, 2021). The function of the learning media

and its benefits have not too big differences, the difference is in the output of these two aspects, namely, the function is the use or task of the learning media (Fahmi et al., 2021). While benefits are advantages or good/positive impacts received when using the learning media (Rijal & Idris, 2020). Broadly speaking, learning media has the main benefit of facilitating interaction between educators and students so that the learning process that is carried out will be more effective and efficient. Meanwhile, if discussed more deeply, the Directorate General of Higher Education of the Ministry of Cultural Education, Research and Technology, explained that there are several benefits of using a learning media for the implementation of the learning process, including the delivery of subject matter can be uniformed. Educators have different interpretations of learning material. Assisted by the use of media, the interpretation of various types of material can be hindered so that it can be presented to students in a packaged or uniform manner. Each learner who captures information from the learning media will capture information uniformly with other learners in the class. In other words, learning media can reduce the creation of differences in information among students in the learning process.

The learning process becomes clearer and more interesting (Siska & Hadiwinarto, 2022). A variety of characteristics and types of media that are many and varied can present material to students interestingly and creatively (Wahyuni & Bhattacharya, 2021). With the use of learning media, the information that educators want to convey can be conveyed properly to students so that it is expected to be able to stimulate students' curiosity both physically and emotionally (Winarto et al., 2020). With the word lain, the learning media itself can help an educator to create a learning climate that is cheerful, active, and not boring. The learning process becomes more interactive (Mansir, 2020). The established and well-designed media can make communication between educators and students more active during the learning process. If they don't use media, educators will tend to use one-way communication only with learners. Unlike the case when an educator uses media in the learning process, the educator will determine the rhythm of the class so that students and teachers will be equally active in the learning process. Efficiency in time and effort. By using learning media, an educator can freely manage the time or duration so that there is time efficiency there. As a result, the learning goals that have been set can be easier to achieve optimally and maximally, but with relatively less time and energy. The use of media makes it unnecessary for educators to explain learning materials continuously and repeatedly because by presenting learning materials using media once, students will be faster and easier to digest the learning material presented.

Improving the quality of student learning outcomes. The next benefit of learning media is to improve the quality of learning outcomes (Anggraeni & Maryanti, 2021). Because it is not only with the material explained by the educator verbally, but also the use of media also uses the sense of seeing, feeling, or experiencing the learning themselves, it is hoped that students will be able to digest and understand the material presented more thoroughly and in detail. Media allows the learning process to be carried out anywhere and anytime (Azizah et al., 2022). Learning media that is compiled and designed as well as possible can be used by students for learning activities anywhere and even now, without the sense of the physical presence of educators. Learning media will guide students that there are a lot of learning resources or materials. This benefit is also seen in the fact that the duration of learning in schools is very limited and small the majority of student's time is spent outside the school environment. Media can foster positive attitudes of students towards the material as well as the learning and learning process. Learning media can foster a love of knowledge for students because of the variety of types of learning media themselves whose impact is to create a more interesting and colorful learning process. Students can be free and happy in digging and looking for other learning resources. As a result, the nature of initiative and activity can be easily embedded in each student. Changing the role of the teacher in a more positive and productive direction. Educators who use appropriate learning media will be more motivated to always improve their skills. Not only teaching skills but other skills that are still educational, for example, forming character, learning motivation, and so on (Wahid, 2018).

While the benefits of learning media as stated by Oemar Hamalik in (Pito, 2018), in general, several benefits have an impact when using learning media in the learning process, namely as follows:

1. Students can understand the information/material presented better, and learning objectives can also be better mastered if educators use learning media as an intermediary for messages in the learning process.
2. Educators can use many creative and innovative learning methods, not fixated on just one-way communication so that students will not feel bored or bored.
3. Students are required to be more active because they have not only listened but also observed, and carried out their practice of the learning activities presented. Students do more learning activities because they don't just listen.
4. Learning media provokes the growth of enthusiasm and motivation of students in learning and focuses the attention of students when in the learning process.
5. Fostering the creativity of educators, not only presenting learning with verbal communication, but also with other types of communication and media.
6. Maximize all kinds of human senses and remove the stigma of learning that is hampered in spacetime.

The learning process can be said to be effective if it goes through a good planning stage (Mansir, 2020). Likewise, by using a medium, educators must pay attention to the reasons why they use a learning media, as stated by Arif Sadiman et al. (Sadiman et al., 2009) as follows: Intends to demonstrate it, meaning that media is intended as a prop to demonstrate a related topic or learning material. Familiarity, meaning a personal reason, is why an educator uses a learning medium to be used in presenting a topic or material. Clarity means that you can describe the topic or learning material as more tangible or concrete so that it can be better captured by students. Active Learning means that learning is available to carry out a role that educators cannot carry out. One aspect that educators must strive for when the learning process takes place is that students must play a role and act more active both physically, emotionally, and spiritually.

Learning media that have been set by educators can be used efficiently and effectively by using systematic procedures (Yumnah, 2021). It is said that three stages have been formulated by Arif Sadiman et al. (Sadiman et al., 2009) that can be followed the preparation stage then followed by the implementation stage, and the end the follow-up stage. At this stage, educators who will carry out the learning process using media will plan the preparatory stage before entering the presentation. The procedure that the educator must carry out at this stage is as follows:

- a. Manifests a learning implementation design where when the learning process is to be carried out, it must include the type and model of media that will be used later.
- b. Understand and learn the procedures and procedures for using learning media that will be used later.
- c. Prepare and arrange tools and materials that will be used during the learning process so that later when the implementation does not occur obstacles and obstacles so that the possibility of students will be maximized in receiving information.

Furthermore, there is a stage of presentation, in this context a teacher needs to pay close attention to all the things that have been prepared in advance because in this realm it is a crucial thing for the teacher in the learning process (Khoiron, 2021). This stage is the stage where educators carry out learning using the learning media (Mansir, 2021). There are several things that educators need to consider in this stage, such as stating that all learning media tools and equipment are ready and complete for use. Explain the main purpose of using the media to the student body in explaining related topics or materials. Explain to the learners what are the steps that must be carried out in the learning. Minimize things that can be obstacles to the concentration and focus of the students.

The last stage is no less important and the inseparable part is the follow-up stage (Wahidin & Syaefuddin, 2018). This stage needs to be carried out to ensure students' understanding of the information conveyed and presented through the learning media (Mansir, 2021). Moreover, this stage is also aimed at measuring the impact and effect of using media in the learning process. The measurement can use several types of activities from oral and written tests, observations and discussions.

CONCLUSION

Learning media is a set of tools that can present information/messages/material in a learning process, between the presenter, namely here the educator, and the recipient, namely here

students. The main purpose of its use is to achieve and achieve the standards of learning objectives that have been set more effectively and efficiently. In large terms, learning media are usually divided into four, namely: Audio, visual, audio-visual, and multimedia media. In applying the four kinds of learning media, they can undergo modifications and developments that refer to the needs of the learning process to be carried out by educators and prospective educators. The main function of the existence of learning media is as an intermediary of information, messages, or learning materials that aim to package and present them more interestingly and easily understood. There are several positive impacts of using learning media itself, namely: the learning process can take place more efficiently, flexibly, and effectively, learning outcomes can increase in quality and quantity, and stimulate changes in the positive direction of students and educators. The use of learning media in the learning process is a very important need. This is understandable because the learning process faced by students relies on activities that include insights and knowledge prepared so that students can face life in the future and the present. Thus, the use of learning media in teaching properly and correctly will create a stigma of urgency in the need to use media in all forms of learning. This is because the use of learning media is arguably as important as the use of learning methods in the learning process. The reason is that both of them have the same synergy in helping and supporting each learning process that is carried out by the learning needs chosen and set by an educator.

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