

The Ability of Islamic Religious Education Teachers in Using Learning Media (A Study at MAN 2 Model Medan)

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ABSTRACT

This research employs a qualitative method. The study is motivated by the lack of ability among Islamic Religious Education teachers in utilizing learning media. The focus of this research is on how Islamic Religious Education teachers at MAN 2 Model Medan utilize learning media. The objective of this research is to identify the abilities of these teachers in using learning media, given that issues regarding the effective use of such media are still observed. Specifically, some Islamic Religious Education teachers at MAN 2 Model Medan struggle with utilizing learning media effectively. The subjects of this study are the Islamic Religious Education teachers at MAN 2 Model Medan, while the object of the research is their ability to use learning media. Based on the discussions in previous chapters and data analysis, the researcher concludes that the Islamic Religious Education teachers at MAN 2 Model Medan demonstrate a good level of competency in utilizing learning media.

Keywords: *Islamic Religious, Learning, MAN 2 Model Medan*

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1. INTRODUCTION

The development of science and technology has increasingly facilitated innovations in utilizing technological advancements in the learning process. Teachers are required to master tools and develop learning media easily and efficiently, even if they are simple and modest. This is essential for achieving the desired teaching objectives. In addition to using available tools, teachers are also expected to develop skills in creating learning media, one example being PowerPoint, which is utilized in the teaching and learning process.

Learning media are tools that make it easier for teachers to deliver teaching materials and for students to absorb and understand the taught material more effectively. Therefore, this process requires professional teachers who can synchronize

learning media with teaching methods. According to Yudhi (2013:6), learning media are also referred to as intermediaries or connectors that facilitate the transfer of concepts or materials from one side to another, enabling students to engage in the learning process efficiently and effectively. Meanwhile, Hamalik (as cited in Arsyad, 2013:19) states that using instructional media in the teaching and learning process can stimulate new desires and interests, motivate and encourage learning activities, and even have psychological impacts on students.

Learning media are essential tools designed to make teaching and learning more effective and engaging. They act as bridges between teachers and students, enabling a smooth transfer of knowledge. These tools not only assist teachers in delivering material in an accessible and structured manner but also help students grasp and retain information more effectively. However, the success of using learning media depends heavily on the professionalism of teachers, who must skillfully align the chosen media with appropriate teaching methods to create a cohesive learning experience.

Yudhi (2013:6) emphasizes that learning media serve as intermediaries or connectors, facilitating the transfer of ideas, concepts, and knowledge from teachers to students. This function ensures that the learning process becomes more accessible and efficient, helping students actively participate in their education.

Building on this, Hamalik (as cited in Arsyad, 2013:19) highlights the broader impact of instructional media in the classroom. Beyond simplifying content delivery, these tools can ignite students' curiosity, foster a deeper interest in the subject, and provide motivation to engage in learning activities. The use of such media can even have psychological benefits, such as reducing anxiety about complex topics or making the learning environment more dynamic and enjoyable.

In essence, learning media are not merely supplementary tools; they are integral to a modern educational experience. When used effectively by competent educators, they enhance comprehension, spark enthusiasm, and create an environment conducive to both intellectual and emotional growth.

Naili Fikriyah (2017) explains that the results of a questionnaire on PowerPoint-based learning media in increasing students' learning motivation, involving 35 students, achieved a score of 3.17, which falls into the "good" category. Although numerous studies have investigated learning media, issues regarding its use still arise, particularly at MAN 2 Model Medan, where some Islamic Religious Education teachers struggle with using learning media. Based on the discussion above, the researcher implies that this study can provide solutions to educators so that the **Ability of Islamic Religious Education Teachers in Using Learning Media** (Case Study at MAN 2 Model Medan) can be improved, fostering greater loyalty and responsibility in performing their duties.

2. METHODS

This study employs a descriptive qualitative research method, focusing on answering research questions related to how an event or experience occurs and then analyzing it in depth to uncover emerging patterns. The steps in descriptive qualitative research include formulating the problem, selecting data, choosing data collection techniques, and drawing conclusions. This research aims to describe the ability of Islamic Religious Education teachers in using learning media at MAN 2 Model Medan.

The research was conducted at MAN 2 Model Medan from October 1, 2024, to December 1, 2024. The data sources for this study are the school principal, teachers, and students, who will be interviewed regarding the topics outlined in this research. The data collection techniques employed include observation, interviews, and documentation. The data analysis process involves reduction, presentation, and verification techniques.

3. FINDINGS AND DISCUSSION

In today's era, technology is advancing rapidly, making it easier for teachers to facilitate learning. One example is the use of educational media like PowerPoint, which helps teachers deliver material more effectively and enables students to grasp the lessons more easily.

Based on the researcher's interview with Mrs. Sukmawati, S.Ag, a teacher of Islamic Religious Education, on October 2, 2024, it was found that she often uses concept maps in teaching Fiqh. She faces challenges using PowerPoint due to her limited understanding of the platform. Although she has previously used PowerPoint with her child's assistance, she admitted that age-related factors also make it more difficult for her to navigate the software. Despite these challenges, she acknowledged that PowerPoint helps students stay focused during lessons and facilitates teachers in presenting materials.

In the interview conducted with Mrs. Sukmawati, S.Ag, a teacher of Islamic Religious Education (Fiqh) on October 2, 2024, she shared her experiences using different teaching tools. She highlighted her frequent use of concept maps in teaching Fiqh, which likely helps her organize and visually present complex religious concepts to students in a more accessible way.

However, she also mentioned facing difficulties when trying to use PowerPoint for her lessons. Mrs. Sukmawati's limited familiarity with the platform has made it challenging for her to use PowerPoint effectively. Although she had previously sought assistance from her child to navigate PowerPoint, she acknowledged that her age-related factors also contributed to the difficulty. Despite these challenges, Mrs. Sukmawati recognized the positive aspects of PowerPoint, including its ability to keep students engaged and focused during lessons, as well as its usefulness in helping teachers present lesson materials in a clear and structured manner. This indicates that while Mrs. Sukmawati encounters technical barriers, she still sees value in PowerPoint as an educational tool.

Continuing from the previous explanation, Mrs. Sukmawati's experience reflects a common challenge among educators, particularly those who are less familiar with modern digital tools. While she faces obstacles in fully utilizing PowerPoint due to technical limitations and personal factors, her recognition of the platform's potential benefits shows her adaptability and willingness to engage with technology to enhance her teaching methods. The fact that she uses concept maps regularly suggests that she values the importance of visual learning tools. Concept maps are often employed to help students connect ideas and visualize relationships between concepts, which can be particularly effective in subjects like Fiqh, where understanding interconnected principles is key.

On the other hand, her struggle with PowerPoint might stem from a lack of confidence in using the software, or from the additional time and effort required to learn and master it. This highlights the need for more professional development and training opportunities for teachers, especially those who might not be as tech-savvy, to ensure they can maximize the educational potential of digital tools. In summary, while Mrs. Sukmawati faces challenges in integrating PowerPoint into her teaching due to her limited understanding and age-related difficulties, she remains open to using it for its advantages in keeping students focused and facilitating the delivery of lesson content. This balance between embracing new teaching methods and recognizing personal limitations is an important aspect of her overall teaching approach.

From this interview, it can be concluded that Mrs. Sukmawati has limited skills in using PowerPoint-based learning media, mainly due to memory-related challenges and a lack of familiarity with the software. Next, based on the researcher's interview with Mrs. Mardiana, S.Ag, another Islamic Religious Education teacher, on October 3, 2024, it was found that she often used PowerPoint in the past but now relies more on concept maps in teaching Aqidah due to frequent projector malfunctions. Mrs.

Mardiana does not face significant difficulties using PowerPoint as she understands its basic features. She also customizes themes to suit the lesson content. However, she struggles with understanding some of the advanced features and cites age as a factor contributing to these difficulties. She believes that PowerPoint helps students focus better and agrees that it simplifies material delivery.

From this interview, it can be concluded that Mrs. Mardiana is proficient in using PowerPoint-based learning media, even though she encounters challenges with some features. Based on the researcher's interview with Mr. Rosli B., S.Ag, on October 4, 2024, he mentioned that he frequently used PowerPoint before the COVID-19 pandemic. Currently, he uses concept maps and Ayat Cards more often in teaching Quranic Studies and Hadith due to projector malfunctions. Mr. Rosli does not have significant difficulty using PowerPoint as he understands its basic features and customizes themes to align with lesson objectives. He also stated that PowerPoint helps students focus on learning. However, he faces challenges in fully understanding all features, partly due to age-related memory issues.

From this interview, it can be concluded that Mr. Rosli is proficient in using PowerPoint-based learning media and agrees that it facilitates teaching. Finally, based on the researcher's interview with Mr. M. Nazir, S.Ag, on October 4, 2024, he stated that he often uses PowerPoint and now also incorporates concept maps and lectures in teaching Islamic Cultural History. He faces difficulties with PowerPoint due to frequent projector issues. However, he understands the basics of PowerPoint features and customizes themes to suit the content. Like others, he struggles with fully mastering all features and acknowledges age-related memory challenges. He believes PowerPoint helps students focus better and simplifies teaching. From this interview, it can be concluded that Mr. M. Nazir is proficient in using PowerPoint-based learning media and supports its use as an effective teaching tool.

The interviews reveal insights into the use of PowerPoint-based learning media by educators, specifically highlighting their experiences and challenges.

Mr. Rosli demonstrates proficiency in employing PowerPoint as a teaching aid and affirms its value in facilitating the delivery of lessons. His ability to effectively use this tool underscores its significance in modern teaching practices. Similarly, the interview with Mr. M. Nazir, S.Ag, conducted on October 4, 2024, provides a detailed account of his approach to teaching Islamic Cultural History. He frequently utilizes PowerPoint, alongside other methods such as concept maps and lectures, to enrich his teaching. While he encounters technical difficulties, such as unreliable projectors, he displays a solid understanding of PowerPoint's core features, even tailoring themes

to better align with his content. However, like many others, he acknowledges the challenges of mastering all the features, attributing some difficulties to age-related memory constraints.

Despite these hurdles, Mr. Nazir recognizes the advantages of using PowerPoint in the classroom. He finds it instrumental in capturing students' attention, enhancing focus, and simplifying the teaching process. These benefits underscore his support for PowerPoint as an effective educational tool. In conclusion, both educators, Mr. Rosli and Mr. Nazir, are proficient in using PowerPoint-based learning media. They acknowledge its effectiveness in improving teaching outcomes, even while navigating occasional technical and personal challenges. Their experiences emphasize the importance of integrating such tools into teaching methodologies to foster student engagement and comprehension

Building on these interviews, it is clear that PowerPoint-based learning media play a pivotal role in modern teaching environments, especially in subjects like Islamic Cultural History. The experiences of educators such as Mr. Rosli and Mr. M. Nazir highlight both the potential and the limitations of such tools.

a. The Role of PowerPoint in Teaching

PowerPoint provides a structured and visually engaging way to present information. Educators like Mr. Rosli and Mr. Nazir use it to clarify complex concepts, organize lessons, and maintain students' attention. Customizable themes and multimedia integration allow teachers to tailor their presentations, aligning them with the curriculum and students' needs. This adaptability enhances the teaching process by breaking down abstract ideas into manageable visuals and bullet points, which students find easier to understand and retain.

b. Challenges and Solutions

While the benefits of PowerPoint are evident, challenges persist. Technical issues, such as malfunctioning projectors, can disrupt lessons, requiring backup plans or alternative methods of teaching. Furthermore, the need to master a wide range of features within the software can be daunting, particularly for educators who may not have received formal training or who face age-related learning barriers, as Mr. Nazir noted. To address these challenges:

- 1) Schools could invest in reliable technology and provide technical support to minimize disruptions.
- 2) Professional development programs focusing on PowerPoint and other digital tools could be implemented, ensuring teachers are well-equipped to use them effectively.

c. Teacher Perspectives and Student Impact

Both educators agree that PowerPoint helps students focus better, making the learning process more efficient. Its visual and organized nature captures attention and facilitates understanding, especially for younger learners or those with diverse learning styles. This demonstrates that PowerPoint is not merely a tool for presentation but an essential component of interactive teaching

Discussion:

Based on the research findings, it was observed that the ability of Islamic Religious Education teachers at MAN 2 Model Medan to use PowerPoint-based learning media varied among the four teachers studied. Three teachers demonstrated good proficiency in using PowerPoint-based media, as evidenced by interviews and observations of their PowerPoint presentations. However, one teacher was unable to effectively use PowerPoint-based media and instead opted to use concept maps as an alternative. Despite these differences, all four teachers agreed that the use of PowerPoint-based learning media facilitates material delivery and helps students remain more focused and engaged during lessons.

The research findings revealed a diverse range of skills among Islamic Religious Education (IRE) teachers at MAN 2 Model Medan in using PowerPoint-based learning media. Out of the four teachers studied, three displayed commendable proficiency in utilizing PowerPoint for their lessons, as confirmed through interviews and direct observations of their presentations. These teachers effectively harnessed the features of PowerPoint, enhancing their instructional methods and fostering a more engaging classroom environment.

In contrast, one teacher faced challenges in incorporating PowerPoint into their teaching approach. Instead, this teacher relied on concept maps as an alternative tool to convey key concepts to the students. While the use of PowerPoint varied, all four teachers shared a common belief: the integration of PowerPoint-based media significantly aids in the delivery of material. They collectively recognized that this

technology not only streamlines the presentation of complex content but also helps maintain student attention and engagement, fostering a more interactive and focused learning experience

And the research findings highlight the varying levels of proficiency among Islamic Religious Education (IRE) teachers at MAN 2 Model Medan in utilizing PowerPoint-based learning media. Of the four teachers observed, three demonstrated strong skills in using PowerPoint to enhance their lessons. This was evident from interviews and observations, where their PowerPoint presentations effectively supported the delivery of lesson content and kept students engaged.

However, one teacher struggled to integrate PowerPoint into their teaching, opting instead for the use of concept maps as a substitute. Despite these differences in approach, all four teachers agreed on one key point: the use of PowerPoint-based media significantly aids in the delivery of educational material. They all noted that it helps to maintain students' focus and engagement, making the learning experience more interactive and impactful

4. CONCLUSION

Based on the discussions in the previous chapters and the data analysis, the researcher concludes that: The Islamic Religious Education teachers at MAN 2 Model Medan are categorized as having good proficiency in using learning media. This categorization is based on the criteria outlined in the operational concept. If their use of media did not meet these criteria, it would be categorized as insufficient. The use of media is also adjusted according to the material being taught. Additionally, the use of PowerPoint media can stimulate students' ability to absorb the material being presented, and it also helps teachers deliver the content more easily

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