
Digital Instructional Media as Pedagogical Considerations in Islamic Religious Education

Mayang Eka Wilujeng¹, Ilham Bahtiar Imama², Linda Nur Azizah³, Muhammad Asror Muzaki⁴

^{1,2,3,4} UIN Sayyid Ali Rahmatullah Tulungagung

*Correspondence Email: mayang.wilujeng@mail.com

ABSTRACT

This article examines the role of digital instructional media in Islamic Religious Education (IRE) by focusing on visual, audiovisual, printed, graphic, three-dimensional, video, film, and animation resources. The article is based primarily on the attached digital learning media document and organizes its discussion around definitions, classifications, functions, applications, strengths, limitations, and principles of selection. A descriptive literature review is used to synthesize the concepts presented in the source document and to relate them to established instructional media literature. The analysis shows that media selection in IRE needs to correspond with learning objectives, subject characteristics, learner needs, available facilities, accessibility, source accuracy, and assessment activities. Visual resources are particularly useful for representing concepts, structures, spatial relations, sequences, and concise messages, while audiovisual resources can present movement, sound, demonstration, dialogue, and contextual situations. The article proposes practical integration patterns for Aqidah, Fiqh, Akhlaq, Qur'an and Hadith, and Islamic Cultural History through observation, listening, discussion, practice, analysis, and reflection. The discussion emphasizes that instructional media should function as part of an active learning design rather than as an isolated technological component. The article concludes with recommendations for simple, accurate, accessible, context-sensitive, and pedagogically integrated media development in IRE.

Keywords: Digital Instructional Media, Visual Resources, Audiovisual Resources, Instructional Design, Islamic Education.

INTRODUCTION

Digital technology has expanded the range of instructional resources available to teachers of Islamic Religious Education (IRE). Teachers can work with textbooks and classroom boards while incorporating diagrams, posters, maps, presentations, photographs, videos, animations, films, and other digital resources. This expansion places media selection within the planning process of instruction rather than treating media as an optional classroom accessory. Arsyad (2017) describes instructional media as a means for conveying messages within educational communication, while Sanjaya (2018) places media within broader instructional strategies. The instructional value of a medium accordingly depends on how its characteristics are connected with learning objectives, learner activities, and assessment. The attached source document presents this perspective through a discussion of digital instructional media for school learning.

IRE contains subject matter with different representational demands. Aqidah involves concepts of belief that can require relationships among abstract ideas. Fiqh includes rules, procedures, sequences, and demonstrations of religious practices. Akhlaq addresses values, attitudes, interpersonal situations, and examples of conduct. Qur'an and Hadith learning involves text, recitation, pronunciation, meaning, and contextual interpretation, while Islamic Cultural History includes figures, places, chronology, and historical events. These differences create a need for deliberate choices among instructional resources rather than a single media format for every topic. The attached document groups visual and audiovisual resources as important forms of instructional support for these varied content characteristics.

The source document describes visual resources through forms such as images, diagrams, graphs, concept maps, posters, boards, three-dimensional objects, comics, textbooks, newspapers, and magazines. These resources primarily rely on visual perception and can organize information through symbols, spatial relations, labels, sequences, and concise verbal elements. Audiovisual resources combine visual information with sound through narrated presentations, videos, films, and animation. The combination allows instructional messages to include movement, spoken explanation, dialogue, demonstrations, and contextual atmosphere. Pagarra et al. (2022) and Rochaendi et al. (2024) emphasize the importance of instructional media design and development, while Mayer (2021) explains principles for managing words and pictures in multimedia learning. The attached document uses comparable distinctions when presenting the characteristics and applications of these resources in school learning.

Media variety requires critical pedagogical judgment. A visually attractive resource may not address the intended learning objective. A presentation containing many decorative elements may compete with the information that learners need to process. A long video may reduce the time available for discussion, practice, or reflection. Dependence on internet connectivity may create practical difficulties in schools with limited infrastructure. Media selection accordingly needs attention to instructional purpose, content, learners, facilities, accessibility, and evaluation rather than appearance alone.

Research and conceptual literature cited in the source document provide a basis for discussing media use in education. Marsita and Alfurqan (2021) examine the implementation of visual resources in Islamic Religious Education. Mayer (2021) provides a theoretical foundation for understanding multimedia processing and the management of cognitive

demands. Pagarra et al. (2022) discuss instructional media from a broader educational perspective, while Rochaendi et al. (2024) address the development of learning media. These sources allow the discussion to move from a simple classification of media toward questions of design, implementation, and pedagogical fit. The present article uses that orientation to organize the attached material into a more systematic academic discussion.

This article addresses five main questions. First, what are the characteristics of digital instructional media relevant to IRE? Second, what types of visual and audiovisual resources can be used in IRE classrooms? Third, what instructional functions can these resources perform? Fourth, how can the resources be integrated into Aqidah, Fiqh, Akhlaq, Qur'an and Hadith, and Islamic Cultural History? Fifth, what strengths, limitations, and selection principles should guide teachers? The discussion is intended to provide a practical conceptual framework for teachers and researchers who work with media-based IRE instruction. The analysis remains grounded in the attached source document and its cited literature.

METHOD

This study employed a qualitative literature review approach to examine the role, characteristics, classification, and pedagogical application of instructional media in Islamic Religious Education (IRE). The literature review was selected as the methodological framework for synthesizing scholarly discussions concerning visual media, audiovisual media, digital learning resources, and technology-supported instruction in IRE. The study focused on recurring concepts related to media functions, media selection, instructional use, learner engagement, and pedagogical considerations. The analysis was organized thematically to develop an integrated account of instructional media within contemporary Islamic Religious Education. This approach positioned published scholarship as the primary source of analytical evidence and maintained a clear distinction between findings reported in previous studies and the interpretation developed in the present review.

The literature was identified through searches of scholarly journal articles, books, and relevant academic publications addressing instructional media and Islamic Religious Education. Priority was given to publications that discussed the classification, design, selection, implementation, evaluation, or pedagogical use of visual, audiovisual, and digital media. Recent publications were considered alongside established theoretical works to provide conceptual continuity and contemporary context. Studies were retained when their scope was relevant to instructional media, digital learning, multimedia, or IRE and when

sufficient methodological or conceptual information was available for analysis. Publications that did not address the instructional or pedagogical dimensions of media were excluded from the thematic synthesis.

The methodological procedure consisted of four broad stages: identification of relevant literature, screening and selection, thematic extraction, and synthesis of findings. The identification stage focused on keywords associated with Islamic Religious Education, instructional media, visual media, audiovisual media, digital learning resources, and multimedia learning. The screening stage considered topical relevance, publication quality, accessibility of bibliographic information, and alignment with the research focus. The extraction stage recorded the main concepts, media types, pedagogical functions, and implementation considerations reported in each source. The synthesis stage integrated the extracted information into a structured discussion of instructional media for IRE.

Data analysis followed a thematic content-analysis process. Relevant information was extracted from each selected source and organized into analytical categories covering media classification, instructional functions, application strategies, strengths and limitations, and considerations for implementation in IRE. Similar concepts were compared across sources and grouped into broader themes that represented recurring patterns in the literature. The synthesis emphasized the relationship between the characteristics of a medium and the instructional purposes for which it can be used. Interpretive statements were formulated from the convergence and divergence of published discussions, with attention to the context of Islamic Religious Education.

RESULTS AND DISCUSSION

1. Digital Instructional Media for Islamic Religious Education

Digital instructional media can be understood as resources used to convey instructional messages through technological or non-technological forms that support teaching and learning activities. In IRE, such resources may include printed texts, graphic representations, concept maps, photographs, posters, presentations, audio recordings, videos, films, and animations. The attached source document emphasizes the diversity of media forms available for classroom use and links their selection with instructional needs. Arsyad (2017) presents instructional media as part of educational communication, while Sanjaya (2018) connects instructional resources with broader learning strategies. This

perspective places the teacher in the position of selecting, organizing, and contextualizing media rather than simply displaying a technological product.

Visual resources present information primarily through the sense of sight. Text, symbols, lines, shapes, photographs, diagrams, graphs, maps, posters, and illustrations can be arranged to communicate relationships or summarize information. Verbal elements within a visual resource may include titles, labels, captions, and short explanations, while nonverbal elements may include shapes, symbols, spatial arrangements, and images. A concept map can represent relationships among ideas, a timeline can organize historical events, and a diagram can represent procedural stages. The effectiveness of each representation depends on its relevance to the learning objective and the learner's ability to interpret the information presented.

Audiovisual resources combine visual information with sound. Sound can include narration, dialogue, recitation, music, or other carefully selected audio elements, while visual information can include text, photographs, recorded movement, demonstrations, or animation. Videos, films, narrated presentations, and animations accordingly offer a broader range of representational possibilities than a static image alone. The attached source document distinguishes still audiovisual forms from motion audiovisual forms and identifies presentations with narration, video, film, and animation as examples. Mayer (2021) provides a useful theoretical basis for designing multimedia messages in ways that manage words and pictures selectively.

The distinction between visual and audiovisual resources is primarily related to the channels through which instructional information is presented. Visual resources emphasize observation, reading, spatial arrangement, and symbolic representation. Audiovisual resources add spoken or other sound-based information and can present movement, timing, demonstration, dialogue, and contextual atmosphere. These distinctions are relevant when teachers select media for different learning objectives. A static diagram may be appropriate for organizing a classification, while a demonstration video may be more suitable for showing a sequence of physical actions. The choice should remain connected with the intended learner activity rather than with the novelty of the medium.

Table 1. General Characteristics of Digital Instructional Media in IRE

Aspect	Visual Resources	Audiovisual Resources
Primary channel	Sight	Sight and hearing

Common forms	Images, diagrams, graphs, posters, maps, comics, books	Narrated presentations, videos, films, animation
Presentation strengths	Structure, symbols, spatial relations, concise summaries	Movement, sound, demonstrations, narration, contextual situations
IRE examples	Islamic history maps, belief concept charts, adab posters	Wudu demonstrations, historical films, character-building animation
Technical needs	Printed materials or display screen	Playback device, audio equipment, and appropriate power supply

2. Types of Visual Instructional Resources

Graphic visual resources include sketches, graphs, charts, posters, cartoons, caricatures, and flat maps. A sketch can emphasize the essential form of an object without unnecessary detail. A graph can represent comparison, development, or composition when valid data are available. A chart can organize a structure or sequence, while a poster can combine concise text with imagery for a specific message. A map can represent spatial relationships among places and events, making it useful for historical content in IRE.

Board-based resources include conventional writing boards, flannel boards, magnetic boards, and flip charts. A writing board allows teachers to construct explanations progressively during classroom interaction. Flannel and magnetic boards allow information pieces to be rearranged during classification or sequencing activities. Flip charts can support group presentations, collaborative note-taking, and structured explanations. The instructional value of board-based media depends on how teachers organize information and involve learners in observing, responding, or constructing the displayed material.

Three-dimensional visual resources include real objects, models, miniatures, globes, dioramas, and other tangible representations. These resources provide learners with an opportunity to observe form, proportion, position, and physical relationships. In IRE, three-dimensional models can support topics that require representation of objects or spatial arrangements, provided that the object is directly relevant to the competency being taught. Teachers need to explain the instructional purpose of the model before or during its use. The model should remain a means of supporting understanding rather than becoming a decorative classroom object.

Printed visual resources include textbooks, educational comics, newspapers, magazines, worksheets, and other reading materials. Educational comics can present situations and values through sequential panels and dialogue. Textbooks provide systematic information and can support independent study, while newspapers and magazines can

become sources for literacy activities and discussions of contemporary religious issues. Printed resources remain relevant in settings where digital infrastructure is limited or where teachers need materials that learners can annotate. Their use becomes more productive when learners receive questions, reading tasks, or comparison activities linked to the instructional objective.

3. Types of Audiovisual Instructional Resources

Still audiovisual resources combine relatively stable visual information with sound. A presentation containing narration or carefully selected audio is one example of this format. Such resources are appropriate when teachers need to explain a concept progressively while maintaining a stable visual reference. One screen can present one central concept, followed by a spoken explanation and a short learner task. The attached source document places this form within audiovisual media that combine visual and auditory channels.

Motion audiovisual resources present moving images together with sound. Video is the most common form, while film and animation provide additional possibilities for narrative, demonstration, simulation, and contextual presentation. Instructional videos can be produced specifically for classroom purposes or selected from existing sources. Teachers need to evaluate the source, content accuracy, language, duration, and relevance before using an external video. The instructional sequence should include an orientation before viewing and a learning activity after viewing.

Film can support topics related to history, exemplary conduct, social situations, and values. Documentary films can present historical or factual material, while narrative films can provide contextual situations for discussion. Animated films can simplify complex situations or present characters through illustrative forms. The teacher needs to establish a clear learning focus so that learners do not treat the film solely as entertainment. Questions, observation guides, or reflective tasks can connect the viewing activity with the intended competency.

Animation is useful when a process, sequence, or abstract relationship requires dynamic representation. Two-dimensional and three-dimensional animation provide different visual possibilities and should be selected according to the learning objective. Excessive movement, decorative effects, or rapid transitions can compete with the information that learners need to process. Mayer (2021) highlights the importance of managing multimedia elements so that learners can focus on relevant information. A simple

animation with clear labels and controlled pacing can accordingly be more useful than a visually complex production.

Table 2. Mapping Media Types to IRE Content

IRE Content	Suitable Visual Resources	Suitable Audiovisual Resources	Learning Activities
Aqidah	Concept maps, charts, infographics	Concept animation, explanatory video	Observe, relate concepts, reflect
Fiqh	Step posters, diagrams, sequence cards	Demonstration video	Observe, imitate, practice
Akhlaq	Comics, posters, case illustrations	Short films, scenario videos	Analyze cases, discuss, reflect
Qur'an and Hadith	Texts, meaning charts, verse cards	Murottal, tahsin videos	Listen, read, imitate
Islamic Cultural History	Maps, timelines, historical images	Documentaries, historical animation	Construct chronology, discuss, present

4. Instructional Functions of Digital Media in IRE

The first function of instructional media is to support educational communication. Media can help teachers present information in forms that learners can observe, read, hear, or interpret. In IRE, communication involves factual information as well as concepts, procedures, values, and examples of conduct. A well-designed visual can organize information before the teacher provides a more detailed explanation. A video can present a situation that becomes the basis for observation and discussion.

The second function is to clarify concepts. Images, diagrams, maps, charts, and videos can provide representations when verbal explanation alone is insufficient for the intended learning task. A map can represent historical locations, a diagram can show the sequence of a religious practice, and a case illustration can present an ethical situation. These representations can help learners organize information in a form that is easier to examine. The teacher still needs to guide interpretation through questions and explanations.

The third function is to direct learner attention. Visual hierarchy can indicate which elements deserve closer observation through titles, labels, size, position, and consistent symbols. Audiovisual resources can direct attention through narration, pauses, highlighting, or selected scenes. The design should avoid decorative elements that compete with the central instructional message. Mayer (2021) emphasizes selective presentation within multimedia learning, making attention management an important design consideration. The teacher can reinforce this function by giving learners a specific observation focus before media exposure.

The fourth function is to provide varied learning experiences. Learners can read, observe, listen, discuss, practice, analyze, and reflect within a single instructional sequence. Media can support this variation without replacing teacher guidance or learner participation. A video may introduce a situation, a worksheet may structure analysis, and a practical task may allow learners to demonstrate understanding. The sequence of activities needs to remain coherent with the learning objective. Variety becomes meaningful when each medium contributes a defined instructional role.

The fifth function is to support additional learning sources. Digital resources can supplement teachers, textbooks, and other established materials. Teachers need to provide context, questions, and boundaries when external digital content is used. Online content requires attention to authorship, source credibility, accuracy, language, advertising, and external links. The attached source document emphasizes the need to examine digital content before classroom use. This principle is particularly important in IRE, where accuracy of religious texts and explanations is an essential part of instructional quality.

The sixth function is to support active learning. Media can serve as stimuli for discussion, analysis, simulation, practice, and reflection. Learners should receive clear tasks during or after media exposure so that the activity does not become passive viewing. A video demonstration can be followed by a practical performance, while a poster can be followed by case analysis. A historical map can become the basis for group explanation or chronology construction. The teacher's role includes designing these activities and assessing the resulting learning evidence.

5. Applications Across IRE Subjects

In Aqidah instruction, concept maps, charts, infographics, and explanatory animations can represent relationships among key concepts. The teacher can begin with a central concept and ask learners to identify related terms or propositions. Learners can compare the representation with the textbook and explain the relationships using their own words. An animation may be used when the topic involves a sequence of conceptual relationships that benefit from gradual presentation. Assessment can take the form of concept mapping, short explanation, or reflective writing.

In Fiqh instruction, diagrams, sequence cards, posters, and demonstration videos can support procedural learning. A teacher can use a visual sequence to present the stages of wudu or prayer before learners perform the practice. A video can provide a common

reference for movement, order, and key points that learners need to observe. The teacher can then provide a rubric and ask learners to practice while receiving feedback. This approach places media within a sequence of explanation, observation, practice, and evaluation.

In Akhlaq instruction, comics, posters, case illustrations, short films, and scenario videos can present interpersonal situations. Learners can identify the behavior shown, the value involved, and the possible response in each situation. A scenario involving honesty, responsibility, respect for teachers, peer relations, or social media use can become a discussion stimulus. The teacher can ask learners to compare several possible actions and explain the value represented by each choice. Reflection can then connect the discussion with situations that learners may encounter in school and community life.

In Qur'an and Hadith instruction, printed texts, verse cards, meaning charts, murottal recordings, and tahsin videos can support reading and listening activities. Audio resources can provide a model for pronunciation and recitation, while visual texts allow learners to examine written forms and meaning. The teacher can divide the material into short segments and direct attention to makhraj, elongation, pronunciation, or selected rules of recitation. Learners can imitate the model and receive correction after the listening stage. The activity needs accurate religious sources and careful teacher supervision.

In Islamic Cultural History, maps, timelines, historical images, documentaries, and animations can represent places, figures, chronology, and events. A map can locate an event, a timeline can organize its sequence, and a documentary can provide visual context. Learners can construct their own chronology after viewing a selected segment and then present the relationships among events. Teachers need to distinguish historical information from dramatic reconstruction or artistic interpretation. The activity can include source comparison so that learners practice historical reading rather than simply recalling scenes from a video.

6. Integrating Media into a Classroom Learning Sequence

Effective media use requires a sequence of instructional activities before, during, and after media exposure. The pre-use stage introduces the learning objective, key terms, and observation focus. The use stage directs learners toward selected information rather than asking them to consume the entire resource without guidance. The post-use stage includes discussion, analysis, practice, or reflection that connects the media with the intended competency. This structure keeps the media within the learning design and gives teachers opportunities to monitor learner understanding.

The orientation stage can use a short slide, image, diagram, or teacher explanation to establish the topic. Learners receive a question or observation guide that defines the information they need to notice. The exploration stage can then use a video, presentation, or visual resource for a limited period. During analysis, learners work with questions, cases, or worksheets related to the resource. Practice and reflection provide opportunities to demonstrate understanding and formulate personal or group conclusions.

Table 3. Example of an Audiovisual Integration Sequence

Stage	Teacher Activity	Learner Activity	Media
Orientation	Explain objectives and focus questions	Listen and prepare notes	Short slide
Exploration	Play selected video segments	Observe designated parts	Instructional video
Analysis	Present case questions	Answer and discuss	Video excerpt + worksheet
Practice	Give practice instructions	Perform according to rubric	Demonstration video
Reflection	Facilitate reflection	Write conclusions and action plans	Reflection sheet

7. Strengths and Limitations of Digital Instructional Media

Visual resources have strengths in concreteness, readability, repeatability, and concise representation. A map can summarize spatial information, a graph can present comparison, and a chart can organize a sequence or classification. Printed visual materials can be distributed to learners and reviewed outside the classroom. Visual resources can accordingly support observation and structured reading when the design is clear. Their usefulness remains dependent on the quality of representation and the learner's ability to interpret the information.

Audiovisual resources provide possibilities for movement, sound, demonstration, dialogue, narration, and contextual atmosphere. These features are useful for practical religious procedures, recitation models, historical scenes, and social situations. A video demonstration can show a sequence of actions, while a short film can present an ethical case for discussion. Audio can provide a model for Qur'anic recitation or pronunciation. The combination of channels creates opportunities for richer representation when each element contributes to the learning objective.

Visual resources have limitations related to visual dependence, design density, accessibility, and production time. Learners with visual impairments may require alternative

representations, descriptions, or audio support. A visual containing too much text, too many symbols, or inconsistent layouts can become difficult to read. Teachers need to consider font size, contrast, spacing, hierarchy, and the number of elements presented at one time. Accessible alternatives should be prepared when classroom needs require them.

Audiovisual resources have limitations related to devices, electricity, speakers, displays, file size, network access, production skills, and classroom time. Long videos can reduce opportunities for interaction, while poorly selected content can distract learners from the intended topic. Online resources require additional checks related to authorship, accuracy, advertising, comments, and external links. Offline copies, transcripts, still images, worksheets, or oral explanations can provide alternatives when technical conditions change. Mayer (2021) further supports selective multimedia design to reduce unnecessary cognitive demands.

Table 4. Strengths, Limitations, and Use Strategies

Resource Type	Strengths	Limitations	Use Strategy
Visual	Concrete, concise, observable, printable, repeatable	Visual dependence, dense design, accessibility needs	Use clear hierarchy, concise text, and accessible alternatives
Audiovisual	Movement, sound, demonstration, narration, context	Devices, power, internet, production time	Use short segments, offline files, and follow-up activities

8. Principles for Selecting Media in IRE

The first principle is alignment with learning objectives. Teachers need to identify what learners are expected to know, explain, perform, analyze, or reflect on before selecting a medium. Conceptual objectives may be supported by concept maps or explanatory presentations. Procedural objectives may require demonstrations or videos that show sequences of action. Reflective objectives may benefit from scenarios, short films, or cases that provide material for discussion.

The second principle is alignment with subject characteristics. Spatial content requires representations of place or arrangement. Procedural content requires ordered stages. Narrative content can use comics, films, or documentaries, while reading-based tasks require texts that are readable and appropriately structured. IRE teachers can accordingly begin media planning by identifying the representational form demanded by the content. The medium should then be selected according to that demand rather than according to popularity.

The third principle is learner suitability. Language, font size, narration speed, duration, complexity, and visual density need to correspond with learners' developmental characteristics and learning conditions. Teachers should consider learners with sensory barriers or other access needs. The attached source document emphasizes learner characteristics as one of the factors in media selection. Accessibility is accordingly part of instructional quality rather than a separate technical concern.

The fourth principle is facility availability. A technically sophisticated medium may not be practical if the classroom lacks the necessary equipment, electricity, display, speakers, or network connection. Teachers need to inspect the available infrastructure before the lesson. Offline files, printed alternatives, or teacher explanations can be prepared as contingency resources. This planning reduces disruption and keeps the instructional objective achievable under different classroom conditions.

The fifth principle is accuracy and ethics. IRE media require careful checking of Qur'anic verses, Hadith, religious terminology, historical narratives, and examples of conduct. Visual materials need to respect copyright, privacy, cultural context, and appropriate representation. Digital sources should be evaluated for authorship and credibility before they are used in class. The teacher remains responsible for contextualizing and verifying instructional content.

The sixth principle is integration with assessment. Media should be accompanied by questions, tasks, practice, or reflection that allow teachers to examine learner progress. A concept map can be assessed through explanation, a demonstration video through performance, and a case film through analysis. Assessment evidence needs to correspond with the learning objective. This approach makes the media part of a complete instructional cycle rather than an isolated classroom event.

9. Models of Media Integration in IRE

The first integration model is visual-to-discussion learning. The teacher presents an infographic, map, chart, or concept map and asks learners to identify important information. Learners then formulate questions, compare elements, and explain relationships among the displayed components. Visual media can support IRE learning when the representation is aligned with the lesson content and learner needs (Hidayatussibyan et al., 2025; Yoga et al., 2025). The discussion stage gives learners an opportunity to transform observation into interpretation and verbal explanation.

The second model is audiovisual-to-practice learning. The teacher presents a selected demonstration segment and directs learners to observe specific steps. Learners record the sequence, ask questions, and then perform the procedure using an assessment rubric. This model is suitable for Fiqh and Qur'an recitation skills that require observable practice. The teacher remains responsible for correction and feedback after the media presentation.

The third model is audiovisual-to-case-analysis learning. A short film or scenario video presents a social or ethical situation. Learners identify the problem, values involved, possible actions, and implications of each option. The teacher facilitates discussion and asks learners to support their interpretations with relevant Islamic principles. This model can be used in Akhlaq topics involving honesty, responsibility, respect, peer relations, and digital conduct.

The fourth model is visual-to-literacy learning. Learners read comics, posters, infographics, or short articles and compare the information with another source. They identify main ideas, supporting information, and differences in representation. The activity develops visual literacy and critical reading within the context of IRE. The teacher can conclude the activity with a short written synthesis or presentation.

The fifth model is combined-media learning. A lesson can use a short slide for orientation, a video for demonstration, a worksheet for analysis, and practice for consolidation. Each medium needs a distinct function within the learning sequence. The use of several formats should not be driven by the desire to increase technological variety. The combination becomes meaningful when it creates a coherent progression from orientation to understanding, practice, and reflection.

10. Implications for IRE Teachers and Media Development

IRE teachers need basic competence in selecting and developing instructional media. Relevant competence includes analyzing objectives, choosing formats, organizing messages, designing visual elements, performing simple editing, checking sources, and evaluating learner responses. Teacher development programs can address these skills through practical tasks linked to actual classroom needs. A teacher does not need to produce highly complex media for every lesson. Small, purposeful resources can provide meaningful instructional support when they are aligned with the learning design.

Media development can begin on a small scale. A teacher may create one infographic, one concept chart, one short demonstration video, or one narrated presentation

for a specific lesson. The product can be tested during instruction and revised using learner responses and assessment results. This iterative approach allows teachers to improve content accuracy, clarity, accessibility, and technical quality. Rochaendi et al. (2024) provides a useful reference for thinking about instructional media development as a structured process.

Schools can support media development through access to devices, stable electricity, network infrastructure, appropriate learning spaces, and clear policies for digital resources. Institutional support can include guidance on copyright, privacy, source verification, and responsible technology use. Teachers can share reusable media and develop common standards for quality and accessibility. Such support can reduce the burden of individual production and promote consistency across subjects. School-level planning is particularly relevant when digital media becomes part of regular instruction.

Future research can examine the effectiveness, practicality, accessibility, and learner experience of specific media formats in IRE. Development research can produce validated instructional packages for particular topics. Classroom action research can examine media integration in specific learning situations. Qualitative studies can explore teacher and learner experiences with digital resources. Comparative studies can examine different media designs while maintaining careful attention to learning objectives and assessment conditions.

Future development needs to give greater attention to access and inclusion. Instructional media should not be judged only by visual attractiveness or technological sophistication. Alternative text, transcripts, clear audio, readable layouts, and accessible file formats can support learners with different needs. Teachers can prepare multiple representations when a single format does not provide sufficient access. Inclusive media design accordingly strengthens the broader principle that instructional technology should serve learning participation.

Recent Indonesian studies further illustrate the range of digital media used in Islamic Religious Education. Teachers have reported the use of videos, presentations, online classrooms, digital forms, and other platforms in junior secondary settings (Gibraltar & Hafidz, 2025). Studies of interactive media describe animated videos, multimedia presentations, and digital quizzes as components of technology-supported IRE lessons (Sarifudin et al., 2026). Development research has examined Canva-based resources for PAI instruction at the madrasah level, with attention to practicality and instructional usability (Dianti Rukmini et al., 2024). Recent conceptual work emphasizes the integration of conventional and digital resources within Islamic education, placing teacher readiness,

infrastructure, and learner characteristics within the media-selection process (Adilla et al., 2026; Widodo, 2024).

CONCLUSION

Digital instructional media provide diverse ways to organize and communicate content in Islamic Religious Education. Visual resources support the representation of concepts, structures, spatial relationships, chronology, and selected forms of information. Audiovisual resources add movement, sound, narration, demonstration, and contextual scenes to the learning experience. The choice of medium remains connected to the learning objective, content characteristics, learner readiness, and available classroom conditions. Recent studies of IRE digital media report a broad range of resources and implementation models, including digital applications, instructional videos, podcasts, online platforms, and interactive resources (Susanti et al., 2024; Tarida et al., 2025; Tarsono et al., 2024).

The classification of instructional media is useful when it helps teachers match representation with content. Aqidah can use concept maps, charts, and explanatory animation. Fiqh can use diagrams, sequence cards, and demonstration videos. Akhlaq can use comics, posters, short films, and case scenarios, while Qur'an and Hadith can use texts, recitation audio, and tahsin videos. Islamic Cultural History can use maps, timelines, documentaries, and historical animation.

The strengths of visual resources include concise representation, repeatability, readability, and support for observation. The strengths of audiovisual resources include movement, sound, demonstration, narration, and contextual presentation. The limitations include accessibility requirements, design quality, device availability, electricity, internet access, production time, and possible distraction. These considerations require teachers to prepare appropriate alternatives and to maintain a clear instructional focus. Media quality accordingly needs to be evaluated in relation to content, learners, facilities, and pedagogy.

Media use is most productive when embedded within active learning sequences. Teachers can establish an orientation, provide a focused observation task, guide exploration, facilitate analysis, organize practice, and close with reflection. Learners can observe, listen, discuss, analyze, practice, present, and reflect within the same lesson. Assessment can examine knowledge, skills, and attitudes according to the intended competency. Such integration keeps media subordinate to the learning purpose.

Digital media development in IRE should prioritize relevance, source accuracy, simplicity, accessibility, technical readiness, ethical use, and assessment integration. The teacher remains the designer of the learning experience and the evaluator of instructional quality. Media should not become the objective of the lesson. Media should function as one component of a coherent instructional design that supports meaningful participation and the achievement of IRE competencies.

REFERENCES / REFERENCE

- Adilla, U., Mardiah, D., Mubarak, F. S., & Juniandira, S. (2026). An integrative model for religious education and ethics instructional media in elementary Islamic schools: Synergy between conventional and digital media in the Merdeka Curriculum. *Jurnal Pendidikan Agama Islam Al-Amin*, 3(1), 1–7. <https://doi.org/10.54723/jpai.v3i1.615>
- Ahmad Shahrizal, A. Z. S., Rahmatullah, B., Ab Majid, M. H., Mohamad Samuri, S., Hidayanto, A. N., Yas, Q. M., & Purnama, S. (2022). A systematic literature review on the use of podcasts in education among university students. *ASEAN Journal of Teaching and Learning in Higher Education*, 14(1), 222–236. <https://doi.org/10.17576/ajtlhe.1401.2022.10>
- Alam, D. M., Faiz, A., & Usman, S. (2026). Media pendidikan Islam berbasis teknologi informasi. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 12(1). <https://doi.org/10.36989/didaktik.v12i01.11473>
- Arsyad, A. (2017). *Media pembelajaran*. Rajawali Pers.
- Asmi, A. R. (2019). Pengembangan media pembelajaran audio berbasis podcast pada materi sejarah lokal di Sumatera Selatan. *Historia: Jurnal Pendidik dan Peneliti Sejarah*, 3(1). <https://doi.org/10.17509/historia.v3i1.21017>
- Chester, A., Buntine, A., Hammond, K., & Atkinson, L. (2011). Podcasting in education: Student attitudes, behaviour and self-efficacy. *Educational Technology & Society*, 14(2), 236–247.
- Dianti Rukmini, R., Damayanti, W., Nasution, A. R., & Kristanti, E. (2024). The development of Canva-based learning media in Islamic Religious Education (PAI) for 7th grade at MTs. *Muhammadiyah Curup. TOFEDU: The Future of Education Journal*, 3(5), 1640–1645. <https://doi.org/10.61445/tofedu.v3i5.279>
- Gibraltar, Q. M., & Hafidz, H. (2025). The utilization of digital media in Islamic Religious Education learning at MTsN 1 Surakarta: A qualitative study of PAI teachers. *Journal of Educational Sciences*, 9(4), 3019–3030. <https://doi.org/10.31258/jes.9.4.p.3019-3030>
- Hidayatussibyan, S. R., Rohayati, O., Maimunah, R., A'yuni, Q., Nurbiyah, S., & Husaini, A. N. (2025). Integrating visual media in the development of Islamic Religious Education at Raudlatul Athfal Hidayatus Sibyan, East Lampung. *Journal of Research in Islamic Education*, 7(1), 28–37. <https://doi.org/10.25217/jrie.v7i1.5866>
- Kharismatunisa, I. (2023). Innovation and creativity of Islamic Religious Education teachers in utilizing digital-based learning media. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 5(3). <https://doi.org/10.37680/scaffolding.v5i3.3700>

- Marsita, D. S., & Alfurqan. (2021). Implementasi penggunaan media visual pada mata pelajaran Pendidikan Agama Islam. *An-Nuha: Jurnal Pendidikan Islam*, 1(3).
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781316941355>
- Nasaruddin, A. H., Das, S. W. H., & Ladiqi, S. (2023). Digital-based Islamic Religious Education (IRE) learning model at senior high school. *Indonesian Journal of Islamic Education Studies (IJIES)*, 6(1), 79–92. <https://doi.org/10.33367/ijies.v6i1.3525>
- Pagarra, H., Syawaluddin, A., Krismanto, W., & Sayidiman. (2022). *Media pembelajaran*. Badan Penerbit UNM.
- Rahman, A., Harsing, H., Alam, I. P., Mahmud, M., & Heryati, Y. (2025). Effectiveness and challenges of digital and conventional Islamic Religious Education learning media: Quantitative analysis based on SLR. *Nidhomiyah: Jurnal Manajemen Pendidikan Islam*, 7(1). <https://doi.org/10.38073/nidhomiyah.v7i1.3818>
- Rime, J., Pike, C., & Collins, T. (2022). What is a podcast? Considering innovations in podcasting through the six-tensions framework. *Convergence: The International Journal of Research into New Media Technologies*, 28(5), 1260–1282. <https://doi.org/10.1177/13548565221104444>
- Rochaendi, E., Fuadi, A., & Sholihah, D. A. (2024). *Pengembangan media pembelajaran*. ITERA Press.
- Sanjaya, W. (2018). *Strategi pembelajaran berorientasi standar proses pendidikan*. Kencana.
- Sarifudin, A., Mahmudah, M., & Abrori, S. (2026). The use of technology-based interactive media in Islamic Religious Education learning for class VII C at Ma'arif 1 Metro Middle School and its implications for students' religious values. *Journal of Research in Islamic Education*, 8(1), 92–103. <https://doi.org/10.25217/jrie.v8i1.7521>
- Sudjana, N., & Rivai, A. (2015). *Media pengajaran*. Sinar Baru Algensindo.
- Susanti, S. S., Nursafitri, L., Hamzah, I., Zunarti, R., Darmanto, Fitriyah, Asy'arie, B. F., & As'ad, M. S. (2024). Innovative digital media in Islamic Religious Education learning. *Jurnal Pendidikan Agama Islam*, 21(1), 40–59. <https://doi.org/10.14421/jpai.v21i1.7553>
- Tarida, L., Nashrullah, M. I., & Azhary, M. R. F. (2025). Digital learning resources in Islamic Religious Education: A literature review. *Journal of Islamic Education and Pesantren*, 5(2). <https://doi.org/10.33752/jiep.v5i2.11052>
- Tarsono, T., Nasution, A. J., Muflihah, M., Saputri, S. N., Polem, M., Nurhadiano, N., & Ruswandi, U. (2024). A meta analysis study: Digital applications as learning media in Islamic Religious Education. *Edukasi: Jurnal Pendidikan*, 22(1), 147–162. <https://doi.org/10.31571/edukasi.v22i1.6973>
- Thomas, M. A. M. (2026). Podcasts as pedagogy in higher education: A scoping review to map and advance the field. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.70021>
- Widodo, W. (2024). Strategies for using learning media in Islamic Religious Education subjects. *JTP: Jurnal Teknologi Pendidikan*, 26(1), 121–130. <https://doi.org/10.21009/jtp.v26i1.42601>
- Yahya, M. S., Fian, K., Afandi, R., & Masruri, M. (2024). The effectiveness of IT-based audiovisual media in enhancing Islamic Religious Education learning outcomes: A

meta-analysis. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 9(2).
<https://doi.org/10.24042/tadris.v9i2.23624>

Yoga, E. A., Maryam, M., & Maryam, A. (2025). Strategies for using visual and audiovisual media in Islamic Religious Education learning for inclusive students at SMP Fatma Kenanga, Bengkulu City. *Tadrib: Jurnal Pendidikan Agama Islam*, 11(1).
<https://doi.org/10.19109/tadrib.v11i1.31105>

Zakkiyah, U., Tanzil, A. R., Fuady, A. S., & Romlah, S. (2026). Implementation of digital media in Islamic Religious Education learning in the modern era. *Akademika: Jurnal Keagamaan dan Pendidikan*, 21(2). <https://doi.org/10.56633/jkp.v21i2.1339>