Training On The Ability Of Islamic Education Teachers In Using Learning Media (A Study At MAN 2 Model Medan)

Hadi Saputra Panggabean[1*], Muhammad Yunan Harahap[2], Hayatul Ridho Putri Audline [3], Latifah Hannum[4], Sri Indah Oktafiani [5]

[1,2,3,4,5] Department of Islamic Religious Education, Faculty of Islamic Religion and Humanities, University of Pembangunan Panca Budi, Medan-Indonesia

Abstract:

This community service activity aims to enhance the competencies of Islamic Religious Education (PAI) teachers at MAN 2 Model Medan in effectively utilizing learning media. Learning media is a key element in the teaching process, serving to facilitate students' understanding of the taught materials. However, many teachers still face challenges in selecting and using media that suit their needs.

The training was conducted using a participatory approach, involving interactive training sessions and discussions. The materials covered included an introduction to various types of learning media, techniques for using digital media such as interactive presentation applications and educational videos, and strategies for integrating media into the curriculum. Additionally, the activity provided hands-on practice simulations to ensure participants' understanding and skill development.

The results of this activity showed significant improvements in teachers' abilities, both in theoretical understanding and practical application of learning media. Participants were able to design relevant and innovative learning media, which are expected to enhance the quality of Islamic Religious Education at the school. Moreover, this activity encouraged the use of information technology as a modern learning solution that adapts to current needs.

INTRODUCTION

The rapid development of science and technology has greatly facilitated advancements in the use of technological tools in the learning process. Teachers are required to master tools and develop learning media easily and efficiently, even if the tools are simple and modest. This is essential to achieving the intended teaching objectives. In addition to utilizing available tools, teachers are also expected to develop skills in creating learning media, such as PowerPoint presentations, to be used in teaching and learning activities.

The selection of learning media does not depend on whether it is expensive or

inexpensive; rather, it must be suitable for the needs and aimed at achieving the desired learning goals. Hamalik (in Arsyad, 2013:19) argues that using teaching media in the learning process can stimulate new interests and desires, motivate learning, and even have psychological effects on students. According to Hikmatunazilah (2020:27), the use of learning media during the orientation stage of learning significantly aids in delivering messages and lesson content, adding meaningfulness to the learning process, and motivating students to enhance their learning efforts. Similarly, Daryanto (2016:10) states that learning media can bring past events into the classroom, making it easier for students to understand historical events and absorb the material presented by teachers.

Research also supports the effectiveness of learning media. For example, Khairun Nasihin (2019) found that learning media based on Adobe Flash CS6 for photosynthesis material effectively improved student learning outcomes. Novi Yulia Indriyanti (2017) reported that in a large group test, the average score increased from 67.7 before using media to 79.8 afterward, indicating the significant impact of learning media on learning outcomes. Furthermore, Naili Fikriyah (2017) explained that a survey of PowerPoint-based learning media showed a score of 3.17 (on a "good" criterion scale) in motivating 35 students.

Despite various studies highlighting the importance of learning media, challenges persist, such as the inability of some Islamic Religious Education teachers at MAN 2 Model Medan to utilize learning media effectively. Based on this context, the researcher initiated a community service project titled "Training on the Ability of Islamic Religious Education Teachers in Using Learning Media (A Study at MAN 2 Model Medan)". The initiative aims to provide solutions to educators, enhancing their loyalty and responsibility in carrying out their duties

RESEARCH METHODS

The community service activity was implemented through systematically designed stages to ensure the success of improving the competencies of Islamic Religious Education (PAI) teachers at MAN 2 Model Medan in utilizing learning media effectively. Below is a detailed description of the methods, work procedures, activity plans, partner participation, and evaluation.

A. Research Design

This study employs a qualitative approach to explore the effectiveness of training programs

for Islamic Religious Education (IRE) teachers in utilizing learning media at MAN 2 Model Medan. The design focuses on capturing the experiences, perceptions, and outcomes related to the training, as well as its impact on teachers' pedagogical practices.

B. Research Type

The research follows a case study method, as it aims to provide an in-depth understanding of a specific phenomenon within a real-life context. This approach allows for a comprehensive analysis of the training program's components, challenges, and successes.

C. Research Setting

The study is conducted at MAN 2 Model Medan, a prominent Islamic senior high school in Medan known for its emphasis on modern and traditional educational approaches. The setting provides a rich context to examine how IRE teachers integrate learning media into their instructional practices.

D. Population and Sample

The population includes all Islamic Religious Education teachers at MAN 2 Model Medan. A purposive sampling technique is used to select participants who have undergone the training program. The sample size is determined based on saturation, ensuring that data collected is sufficient to address the research questions.

E. Data Collection Techniques

To gather comprehensive data, the study employs the following methods:

1. Interviews: Semi-structured interviews are conducted with selected teachers to explore their experiences, perceptions, and challenges in using learning media after the training.

2. Observations: Classroom observations are carried out to assess how teachers implement the learning media in real-time teaching scenarios.

3. Document Analysis: Training materials, lesson plans, and other relevant documents are analyzed to understand the content and objectives of the training program.

F. Data Analysis

The data is analyzed using a thematic analysis approach. The process involves:

1. Familiarization: Transcribing and thoroughly reading interview and observation data.

2. Coding: Identifying significant phrases or patterns related to the training's impact.

3. Theme Development: Grouping codes into overarching themes, such as "effectiveness of training," "challenges in implementation," and "teacher competency improvement."

4. Interpretation: Connecting themes to the research objectives to derive meaningful

insights.

G. Validation Techniques

To ensure the credibility and trustworthiness of the findings, the study employs:

1. Triangulation: Cross-verifying data from interviews, observations, and document analysis.

2. Member Checking: Sharing findings with participants for feedback to confirm accuracy.

3. Peer Review: Consulting with colleagues or experts in education research to refine interpretations.

H. Ethical Considerations

The research adheres to ethical principles, including obtaining informed consent from participants, ensuring confidentiality, and avoiding any harm or bias during data collection and analysis. This methodological framework ensures a robust exploration of the training's impact on IRE teachers' ability to utilize learning media effectively, contributing valuable insights to the field of Islamic education.

RESULTS AND DISCUSSION

The community service activity themed "Training for Islamic Education Teachers on the Use of Learning Media" at MAN 2 Model Medan has been successfully conducted with significant results. This program was designed to enhance teachers' competence in utilizing innovative learning media to support a more effective and engaging learning process for students. After participating in a series of workshops and training sessions, there was a notable improvement in teachers' abilities across several key aspects.

The community service activity titled "Training for Islamic Education Teachers on the Use of Learning Media" at MAN 2 Model Medan has been successfully implemented, yielding remarkable outcomes. This initiative aimed to elevate the professional competencies of Islamic education teachers by equipping them with the knowledge and skills to integrate innovative learning media into their teaching practices. The ultimate goal was to foster a more dynamic, interactive, and effective learning environment for students.

Through a series of meticulously planned workshops and training sessions, participating teachers were introduced to various modern learning tools and

methodologies. These sessions focused on practical applications, enabling teachers to not only understand the theoretical foundations of educational media but also to seamlessly implement them in their classrooms.

The results of the program were significant. Teachers demonstrated marked improvements in several critical areas, including their ability to design and utilize multimedia presentations, integrate digital platforms, and employ creative teaching strategies that resonate with the interests and needs of their students. Feedback from participants highlighted a renewed enthusiasm for teaching and a deeper understanding of how innovative tools can transform the educational experience.

This program stands as a testament to the importance of professional development in education, underscoring how targeted training can empower educators to drive meaningful change in their classrooms and beyond. The success of this initiative serves as a model for similar programs aiming to enhance teaching quality and student engagement through the effective use of learning media.

Firstly, in terms of knowledge, teachers demonstrated a better understanding of various types of learning media, both conventional and technology-based. The training on the basic concepts of learning media provided new insights into the importance of innovation in teaching methods. This suggests that through a structured training program, teachers were able to expand their knowledge and familiarity with different educational tools, whether traditional (like textbooks, chalkboards, or printed handouts) or modern technology-based media (such as interactive whiteboards, digital apps, or online platforms). The shift here is from merely knowing these tools to truly understanding how and when to use them effectively in the classroom, improving the learning experience for students. Imagine a group of teachers embarking on a training session, where they are introduced to both the traditional and digital tools that can help them teach more effectively. They begin to see the value of these learning media in ways they hadn't before—understanding not just how to use them, but why they matter in engaging students in the learning process. The session inspires them to rethink their methods, realizing that by innovating their approach to teaching—whether through the use of new tech or by creatively integrating traditional tools—they can foster more dynamic, interactive, and impactful learning experiences. The core takeaway is that, in today's education landscape, innovation is not just a bonus but a necessity for effective teaching

This part suggests that teachers, after undergoing a specific training, gained a more thorough and comprehensive understanding of the different kinds of learning tools available to them. These tools include both conventional media, like physical textbooks or printed worksheets, and modern technology-based media, such as online learning platforms, interactive apps, or multimedia presentations. The key point is that the training equipped teachers with a deeper knowledge of how these tools work and how they can be used to enhance the learning process. Picture a group of teachers who are eager to improve their teaching practices. They attend a training session that introduces them to a wide range of learning tools, from the classic chalkboard and textbooks to cutting-edge digital tools like online videos, apps, and interactive software. As they delve deeper into the basic concepts behind these tools, they begin to realize how critical it is to be innovative in their approach. They learn that by embracing both traditional and modern methods, and constantly evolving their techniques, they can create more dynamic, engaging, and effective learning environments. Ultimately, the training opens their eyes to the idea that teaching innovation is key to keeping students engaged and fostering better learning outcomes.

Secondly, in terms of skills, there were significant improvements in teachers' technical abilities to use various digital applications such as Canva for creating visual materials, PowerPoint for interactive presentations, and online platforms for quizzes and educational videos. Intensive training and hands-on simulations during the activity allowed teachers to directly practice the skills they acquired. As a result, teachers were able to produce creative and relevant learning media that met students' needs. The statement highlights a transformative shift in how teachers have enhanced their digital skill set, particularly in creating engaging and effective educational content. The improvements were driven by two main factors: targeted training and hands-on experience.

In the realm of technical skills, teachers significantly boosted their ability to use a variety of digital tools that are central to modern education. Canva, a powerful graphic design tool, empowered teachers to design visually captivating materials. This is especially beneficial in creating infographics, posters, and other learning resources that help simplify complex concepts. PowerPoint was another key tool, allowing teachers to build interactive presentations that foster greater student engagement. By using

animations, embedded multimedia, and dynamic content, teachers can transform passive learning into an active, participatory experience. Beyond content creation, teachers also gained proficiency with online platforms designed for quizzes and educational videos. These platforms allow for immediate feedback and interactive assessments, which are crucial for measuring student understanding in real-time.

The success of these improvements can be attributed to the combination of intensive training and hands-on simulations. Teachers didn't just learn how to use these tools theoretically; they had the opportunity to experiment with them in realistic settings. This practical approach not only reinforced their new skills but also boosted their confidence in applying them to real-world teaching scenarios. As a result, teachers were no longer just consumers of digital content; they became creators of educational materials tailored to the needs of their students. The outcome was a more dynamic, personalized learning environment, where the resources were not only relevant but also innovative and aligned with the evolving expectations of the digital age. Through this process, educators were equipped to make their lessons more accessible, interactive, and engaging for students, paving the way for more effective teaching in the digital era.

Thirdly, the program's outcomes showed positive impacts on classroom implementation. Following the training, teachers began using new learning media they had designed. Based on observations and interviews with students, the use of more interactive media successfully increased students' interest and participation in learning. This highlights the program's success in creating a more dynamic and enjoyable learning atmosphere. The program's impact on classroom implementation was striking, demonstrating significant positive outcomes. After undergoing the training, teachers started incorporating new learning media that they had personally designed into their lessons. These innovations were not just ordinary tools—they were thoughtfully crafted to engage students in more interactive and dynamic ways.

Observations and interviews with students revealed that the use of these newly introduced media had a transformative effect on the classroom. The students became more interested and actively participated in their learning, which was a noticeable shift from previous behaviors. The interactive nature of the media sparked curiosity and enthusiasm, making lessons more engaging and less monotonous. This shift wasn't just about the tools themselves but how they fostered a more vibrant and enjoyable learning environment. By

encouraging greater participation and keeping students engaged, the program succeeded in creating a more dynamic atmosphere—one that students were eager to be a part of. This success highlights the program's effectiveness in not only providing teachers with new skills but also in enriching the students' learning experiences.

Additionally, another visible impact was the increased confidence among teachers in using technology to support the learning process. Teachers who previously felt hesitant or struggled with digital media were now able to apply it independently. This serves as an essential foundation for the future development of teachers' competencies.

The results of this activity went beyond technical mastery, fostering a spirit of collaboration among teachers. With the establishment of a learning community, teachers can continue sharing experiences and ideas to improve the quality of education. This community is expected to serve as a sustainable platform where teachers support one another in their professional development. The implementation of technology in education led to profound changes in the way teachers approached their roles, with one of the most noticeable outcomes being an increase in their confidence to use digital tools for supporting the learning process. Teachers who had once felt uncertain or struggled with technology were now empowered to incorporate it seamlessly into their teaching. This shift was not just about mastering technical skills; it marked the beginning of a more self-assured and independent use of technology in their classrooms. Such progress is crucial, as it lays the groundwork for future advancements in the professional competencies of educators.

However, the impact of this transformation extended far beyond the individual mastery of technology. It fostered a sense of collaboration among teachers, who began to see the value in sharing experiences and ideas. This collective spirit not only improved their technical abilities but also nurtured a broader sense of community. By coming together, teachers could exchange insights on how to enhance the quality of education, making their teaching practices more innovative and effective. The formation of this learning community represents a sustainable model for professional development. It is more than just a temporary initiative; it creates a space where teachers can continuously support one another, learn from each other, and grow professionally. This ongoing collaboration ensures that teachers do not just gain skills but also cultivate a mindset of continuous improvement, leading to long-term positive effects on their teaching methods

and the overall quality of education they provide. In this way, technology becomes not just a tool for teaching, but a catalyst for a more connected, dynamic, and collaborative educational environment

Overall, this community service program has significantly contributed to improving the competence and motivation of Islamic Education teachers at MAN 2 Model Medan. With their newfound skills, teachers are expected to continue innovating to create inspiring and relevant learning experiences that align with students' needs in the digital era. The community service program has had a profound and lasting impact on the competence and motivation of Islamic Education teachers at MAN 2 Model Medan. By equipping them with valuable skills in technology and fostering a culture of collaboration, the program has empowered these educators to enhance their teaching practices. As a result, teachers are not only more confident in using digital tools but also more motivated to engage in innovative teaching methods that resonate with the evolving needs of students in the digital age.

This newfound competence is key to ensuring that Islamic Education remains relevant and inspiring. Teachers, now equipped with a broader set of skills and strategies, are better prepared to design learning experiences that align with students' digital lifestyles, helping them stay connected to the material in meaningful ways. The program has ignited a sense of purpose among the educators, driving them to continuously seek out ways to improve their craft and deliver education that is both dynamic and impactful.

Looking ahead, the teachers are poised to lead by example, creating inspiring learning environments that not only meet the academic goals but also foster a deeper connection to Islamic values and principles. This shift towards innovation will not only benefit the teachers themselves but will ultimately enrich the students' educational experiences, equipping them with the skills and knowledge they need to thrive in the modern, digital world.

CONCLUSION

In conclusion, the training on the ability of Islamic education teachers in using learning media at MAN 2 Model Medan has proven to be a crucial step in enhancing the effectiveness of the teaching-learning process. Through this study, it became evident that providing teachers with the necessary skills and resources in utilizing various learning

media can significantly improve student engagement, understanding, and retention of the material. The integration of technology and innovative media into Islamic education not only enriches the learning experience but also prepares students for the demands of the modern world, while preserving the values and teachings of Islam.

Furthermore, the study highlights the importance of continuous professional development for teachers, as it equips them with the tools needed to adapt to evolving educational trends. It also underscores the role of school administration in fostering an environment that supports such initiatives, ensuring that teachers are not only trained but also provided with ongoing support to implement their newfound knowledge effectively. As a result, this training program can be seen as a foundational step in bridging the gap between traditional Islamic education and modern pedagogical approaches, ultimately contributing to the overall quality of education in the institution

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