

Challenges in Implementing Educational Media in Madrasah

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Abstract

The purpose of this article is to identify the problems associated with the application of educational media in madrasahs. The article aims to improve the quality of learning media implementation to enhance students' understanding and effectively achieve their learning abilities. Using a literature review method, data and sources related to the topic were collected from national journals and relevant discussions. The findings reveal that major problems include the lack of creativity among teachers in creating or developing their own teaching aids and learning media, as well as the low interest of students in the commonly used learning media. Additionally, many educational institutions face issues with suboptimal learning media, such as insufficient quantity and components, poor quality, and limited accessibility. This study contributes to the improvement of educational practices by offering insights that can guide the development of more effective and engaging learning media in madrasahs, ultimately enhancing the overall quality of education and student learning outcomes. To address these issues, it is recommended that madrasahs invest in professional development for teachers to enhance their skills in creating innovative and effective learning media, increase funding to improve the quality and accessibility of educational resources, and actively involve students in the selection and development of learning media to ensure it meets their interests and needs.

Keywords: educational media, teacher creativity, madrasah

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1. Introduction

Education is a teaching taught by teachers to students with the aim of developing the abilities that exist in students to have a good spiritual personality, and intelligence, through a good and regular learning process.(Komariah & Nihayah, 2023) The role of education is to ensure the survival of a nation, because through good education, it will create students who are intelligent and have good morals. In fact, the problem of the application of learning media in Indonesia currently arises from the outbreak of the corona pandemic disease (Covid-19). The Corona Virus Disease 2019 (Covid-19) outbreak that has hit every country in the

world, presents its own challenges for educational institutions, especially elementary schools or Madrasah Ibtidaiyah.(Chaeruman, 2020) Through the Ministry of Education and Culture, the Government has prohibited schools from implementing face-to-face learning and ordered to hold online learning.

In response to this, the government implemented social distancing, which is prohibiting people from visiting crowded places to prevent the spread of the virus. Implementation of social distancing only. It is not enough to inhibit or stop the spread of the virus outbreak, for this reason the government has implemented physical distancing. (Chaeruman, 2020) This caused the government to issue a decision to work from home, where all work without exception is done from home because if you continue to work in the office or other places, it will accelerate the spread of the virus outbreak. The implementation of work from home also has an impact on the world of education where the Ministry of Education and Culture has also implemented study from home in accordance with the Circular Letter of the Directorate General of Higher Education of the Ministry of Education and Culture Number 262/E.E2/KM/2020 and is further increasing the number of people who are positive for covid-19, the spread of the pandemic and the current situation requires all of us to do activities from home (work from home and study from home).(Mahardika et al., 2021)

According to Law Number 20 of 2003, learning is the process of interaction between students and educators and learning resources in a learning environment. For this pandemic, the form of learning that can be used as a solution during the covid-19 pandemic is online learning. Learning activities have several components including materials or materials, strategies, tools, and media as well as evaluation.

Media is one of the components of learning. The position of learning media is not only as a tool in learning but as an integral part of learning. One of the functions of learning media is to improve the quality of learning. Therefore, learning media is very supportive in learning activities.(Darmawati Darmawati, 2019) One of the efforts to improve the quality of education by making the best use of media, so that teachers are expected to use learning media can enhance

students' memory of information or learning materials. However, many schools do not understand the importance of supporting learning in the classroom.

2. Methods

The method used in writing this article adopts a literature review approach. Literature review involves the search and analysis of theoretical materials from various sources such as books and journals for in-depth examination. In this context, the researcher focuses on multimedia and emotional intelligence. The data analysis technique employed is content analysis, which is used to derive more profound and valid conclusions from the collected data.

3. Result and Discussion

In the Big Indonesian Dictionary (KBBI) second edition, the word "problem" means "masalah, persoalan" (issue, problem), while "problematika" refers to something that still poses a problem. The issue has yet to be resolved. (Nasional, 2013) Furthermore, in the Complete Indonesian Dictionary, "problem" is defined as "problema, soal, masalah, teka-teki" (problem, issue, trouble, puzzle).

The term "problem" or "problematika" originates from English, "problematic," which means an issue or problem (UINSBY, 2011). Another definition of "problematika" is a gap between expectation and reality that is hoped to be resolved or needed, in other words, reducing that gap (Sospoltanjung, 2021). As for "masalah" (problem), it is an obstacle or issue that needs solving, representing a gap between reality and desired outcomes to achieve optimal results.

In the process of teaching and learning in schools, problems or issues are inevitable. There are numerous types of problems encountered during the teaching and learning process in schools. These range from students finding it difficult to grasp the lessons taught by teachers to challenges faced by teachers during classroom instruction. (Qodri, 2020) From the various opinions above, it can be concluded that "problematika" refers to an issue originating from the relationship between two factors, thereby creating a very challenging situation.

From the analyses of the various opinions, it is understood that "problem" refers to an issue or challenge, which is the basic concept behind "problematika." Meanwhile, "problematika" denotes something that can cause problems, issues, or challenges in a specific situation. Therefore, solutions for "problematika" must be sought promptly to prevent destabilizing certain circumstances.

Understanding Learning Media

The term "media" literally originates from the Latin word "medium," meaning "intermediary" or "means." According to the Association for Education and Communication Technology (AECT), media are objects that can be manipulated, seen, heard, read, or spoken, along with instruments used effectively in teaching and learning activities, influencing the effectiveness of instructional programs (Rahmaibu, 2016: 2). Gerlach & Ely suggest that broadly understood, media encompass humans, materials, or events that create conditions enabling learners to acquire knowledge, skills, or attitudes. Specifically within the context of teaching and learning, media are interpreted as graphical, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. Gagne emphasizes that various components in the learner's environment can stimulate learning, while Briggs argues that media encompass all physical tools that convey messages and stimulate learners to engage in learning activities.

Understanding the concept of learning media is crucial in educational settings. It serves as a vital intermediary between educators and learners, facilitating the transmission and reception of information. The Association for Education and Communication Technology (AECT) defines media as manipulable objects that can be seen, heard, read, or spoken, along with instruments used effectively in teaching and learning activities to enhance instructional program effectiveness (Rahmaibu, 2016: 2). Gerlach & Ely describe media more broadly as encompassing humans, materials, or events that create conditions conducive to learners acquiring knowledge, skills, or attitudes. (Herdah & Jannah, 2023) Specifically in the context of teaching and learning, media are understood as graphical, photographic, or electronic tools for capturing, processing, and

reorganizing visual or verbal information. Gagne underscores the various components within learners' environments that can stimulate learning, while Briggs argues that media encompass all physical tools that convey messages and stimulate learners to engage in learning.

The Functions of Learning Media

Learning media play a pivotal role in the educational process by enhancing the meaningful delivery of instructional materials to students. Beyond merely lecturing, educators can employ various media to foster genuine understanding among students. Wina Sanjaya outlines several functions of learning media. Firstly, media serve a communicative function, facilitating seamless communication between message senders and receivers. (Mahardika et al., 2021) This capability minimizes challenges in conveying verbal languages and avoids misunderstandings in message delivery. Secondly, learning media function as motivational tools, inspiring students to engage more deeply with their studies. By incorporating diverse forms of media, not limited to artistic elements, students find it easier to grasp educational content, thereby boosting their enthusiasm for learning. Moreover, media contribute to aligning students' perceptions, ensuring a unified understanding of the information being imparted. This harmonization of perspectives helps create a cohesive learning environment where all students share a common viewpoint on the subject matter. Furthermore, the use of learning media enhances the significance of the educational process. It transcends mere accumulation of information by imbuing learning with deeper meaning and relevance, thereby fostering a more profound understanding among students.

In educational settings, media serve as indispensable tools for effective communication, motivation, perception alignment, and enhancing the meaningfulness of learning. (Rahmat et al., 2023) Wina Sanjaya identifies several functions of learning media, emphasizing their role in facilitating clear communication between educators and learners, motivating students to engage deeply with their studies, aligning students' perceptions, and imbuing the learning process with significance beyond mere information acquisition. This comprehensive approach underscores the pivotal role of media in modern

education, where their strategic use enhances instructional effectiveness and enriches the learning experience for students.

Benefits of Learning Media

The advancement of information and communication technology requires educators to adapt their teaching methods accordingly. (Yaumi, 2018) Teachers must utilize engaging and enjoyable learning media that cater to students' educational needs. This ensures that students easily absorb the lessons imparted by their teachers. According to Nasution, learning media offer several benefits as educational aids. Firstly, they make teaching more captivating, thereby fostering students' motivation to learn. By employing interactive and visually stimulating media, educators can capture students' attention effectively, making learning a more engaging experience. Secondly, instructional materials presented through media are clearer in meaning, facilitating better understanding among students and enabling them to grasp learning objectives proficiently.

Furthermore, learning media diversify teaching methods beyond traditional verbal communication. This variety prevents students from becoming bored and alleviates the burden on educators. It allows teachers to employ different approaches such as visual aids, hands-on activities, and demonstrations, enriching the learning process.(Mahardika et al., 2021) Additionally, students engage more actively in learning activities as they participate in various tasks, not limited to passive listening to instructors' explanations. This active involvement enhances their comprehension and retention of knowledge.

In today's educational landscape, the integration of advanced technology into teaching practices enhances instructional effectiveness and enriches the learning experience. Nasution highlights the benefits of learning media as essential tools in education, emphasizing their ability to captivate students' interest, clarify instructional content, diversify teaching methods, and promote active learning.(Hartanto, 2016) These advantages underscore the importance of utilizing appropriate media that align with students' learning needs, ensuring a more dynamic and effective educational environment.

Challenges in Implementing Learning Media

The reluctance of teachers to utilize learning media presents numerous challenges in educational settings. Introducing anything new inherently carries risks, and one major obstacle lies within the educators themselves. Despite the abundance of media options available, their mere existence does not guarantee that teachers will be motivated to use them. Instead, many educators find themselves burdened with the mental strain of adapting to new technologies, often without seeking alternative solutions. This reluctance is compounded by the perceived lack of creativity among teachers in developing their own teaching aids or learning media, should they choose not to adopt modern media readily available.

In many cases, teachers predominantly rely on lecture-based teaching methods, neglecting to incorporate other forms of media as supplementary teaching aids. This practice reflects the view that teachers are not only sources of learning but also the sole means of delivering educational content, thereby elevating them to a status akin to educational superpowers.

However, the reality in schools today reveals that not all teachers utilize learning resources optimally. (Widianto, 2021) Many still adhere to traditional teaching paradigms where they perceive themselves as the primary source of knowledge for students. This scenario is particularly evident among most teachers in Indonesia, where the utilization of alternative learning resources remains underutilized despite their availability. Many existing learning resources remain untapped, which could otherwise support and enhance the learning process.

Moreover, students' lack of interest in utilizing learning media stems not only from the media itself but also from how educators utilize them to deliver instructional content. As discussed earlier, not all types of media are suitable for every subject matter. The compatibility between instructional content and media does not necessarily ensure effective learning outcomes if educators fail to effectively deliver the content through learning media. Consequently, students may feel less inclined to engage with learning media, as the process of digesting instructional material through these means may appear time-consuming and challenging.

Literature review involves seeking theoretical materials and sources, such as books and journals, for examination purposes. This technique allows researchers to explore sources related to multimedia and emotional intelligence.

4. CONCLUSION (*bold, 12 pt*)

In conclusion, the discussion on learning media and educational challenges highlights several key insights and implications. Learning media, rooted in the Latin term "medium," serves as pivotal tools in educational settings, bridging communication gaps between educators and learners. They facilitate effective transmission of instructional content, motivate student engagement, and foster a cohesive learning environment by aligning perceptions and imbuing learning with deeper meaning. The functions of learning media, as outlined by Wina Sanjaya, underscore their role in enhancing communication, motivation, and comprehension among students. By utilizing diverse media forms beyond traditional methods, educators can cater to varied learning preferences and optimize instructional delivery. This not only makes learning more engaging but also enriches the overall educational experience.

Despite the benefits, challenges persist in the widespread adoption of learning media. Many educators face reluctance or barriers in integrating new technologies into their teaching practices. This reluctance often stems from perceived complexities or the need for additional training. Moreover, there is a prevailing reliance on lecture-based methods, which may hinder the exploration of alternative teaching aids and media resources that could enhance learning outcomes. To address these challenges, it is essential for educational institutions to prioritize professional development programs that empower educators with the skills and confidence to effectively use learning media. Providing ongoing support and resources can encourage educators to explore innovative approaches and tailor their teaching methods to better suit the needs of diverse learners.

Furthermore, fostering a culture of collaboration and sharing best practices among educators can facilitate the exchange of ideas and strategies for effective media integration. This collaborative approach not only enhances instructional effectiveness but also promotes continuous improvement in educational practices.

While learning media offer substantial benefits in enhancing educational outcomes, their effective implementation requires overcoming challenges through proactive support, training, and collaborative efforts among educators. By embracing these strategies, educational institutions can harness the full potential of learning media to create dynamic and enriching learning environments that cater to the needs of all students.

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