



Educational Media Management from a Qur'anic Perspective

Siti Nurmahyati

UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Corresponding Author: nurmahyati@uinsaizu.ac.id

Article History:

Submit:

2023-02-03

Publish:

2023-03-07

Abstract

Abstract: Educational media needs to be managed so that it runs effectively and efficiently. Management of educational media can be done based on the Qur'an. This research is of a qualitative type. Qualitative methods allow the author to identify and explain the management of educational media from a comprehensive Qur'anic Perspective. In writing, the author uses the study of literature. The literature used is in the form of journals and books to explore information and data regarding the object and subject of research. The result of research Educational or learning media is an object that can be sensed, especially vision and hearing, both inside and outside the classroom, which is used as a connecting tool (communication media) in the process of teaching and learning interactions to improve the effectiveness of student learning outcomes. Various verses in the Qur'an talk about educational media. There is a form of educational media management recommended as ordered by the Quran, namely audio-visual educational media.

Keywords: Education, Media, Management, Qur'an

1. Introduction

Education for human life is an absolute necessity that must be met. In educational activities, there are functions and objectives of implementing an educational movement as stated in Law Number 20 of 2003 concerning the National Education System; national education functions to develop abilities and form a noble national character and civilization to educate the nation's life, aiming to create the potential of students to become human beings who have faith and piety in God Almighty, has a noble character, is knowledgeable and is democratic and responsible.

According to Ibn Sina, education must be directed at developing a person's potential towards perfect physical, intellectual, and ethical development. In addition, the purpose of education, according to Ibn Sina, must be directed at preparing a person to live in a society together by doing work or skills that labyrinth his talents, readiness, tendencies, and potential.¹

Meanwhile, learning is a teacher's effort in designing instructional, organizing teaching and learning activities or teaching, and evaluating learning outcomes in the form of teaching results. An educator must learn management skills in three training stages: making learners, conducting learning processes, and carrying out teaching evaluations. A lesson plan is a thesis for learners to receive a classroom learning experience². That is, the educational process will largely depend on managing the compiled learning process within trained learning planned learning, often referred to as the Learning Implementation Plan (R.P.P). The Learning Implementation Plan (R.P.P) is a plan of face learning activities for one or more meetings. In preparing this lesson plan; teacher, are required to qualify as effective and efficient learning as possible. So that with this ability, the learning objective can be achieved as much as possible.

The implementation of education is said to be successful if it can achieve the goals set in the planning that can be provided into a series of activities that have been systematically planned to accomplish, including human resources (i.e., students, educators, and other learning resources), learning objectives,

¹ Wahyudi, N. G., Anitah, S., & Akhyar, M. *Pengembangan Multimedia Pembelajaran Berbasis Adobe Flash pada Mata Pelajaran PAI Kelas V di SDIT Al-Hasna Klaten*. (Teknodika, 14(1), 10. 2016) <https://doi.org/10.20961/teknodika.v14i1.34695>

² Maliki, P. L., & Erwinsyah, A.. *Evaluasi Manajemen Pembelajaran Di Madrasah*. (Adaara: Jurnal Manajemen Pendidikan Islam, 10(1), 2020) 24–37. <https://doi.org/10.35673/ajmpi.v10i1.854>

learning materials, learning tools/media, places tools/media facilities or other supporting infrastructure. Education values determine learning evaluation³.

That is, the educational process requires effective media management for the primary mission of education to be well achieved. Today's educational media is very advanced, keeping up with the times. That reality must be accompanied by good educational media management as well. Teachers must be able to use educational media as a teaching tool, develop media, update existing education, and look for various breakthroughs⁴.

According to the *Association for Education and Communication Technology* (A.E.C.H.), media is everything programmed to distribute information. While in Arabic, the media is an intermediary (*wasilat*) or delivery of a message from the sender to the recipient⁵. Zakiah Darajat said that educational media is an object that can be sensed, especially sight and hearing, both inside and outside the classroom, which is used as a connecting tool in student teaching and learning interactions.

Many experts have reviewed educational media, including; Hamalik, who stated that using educational media for learning can arouse students' motivation⁶. Meanwhile, Latuheru described educational media as a tool or object used in learning activities. If the media becomes a source of learning, then educational media can be interpreted as humans, objects, or events that allow students to gain knowledge and skills⁷.

As a reference for human life, the Qur'an certainly speaks of education. The Qur'an provides the basis for using educational/learning media through Q.S. an-Nahl verse 44: "We send down to you the *Qur'an*, that you may explain to mankind what has been passed down to them and that they may think." Allah, through the Qur'an, explains that the Qur'an is a medium for giving information so that people think (seek wisdom) with science⁸.

³ Maliki, P. L., & Erwinsyah, A. *Evaluasi Manajemen Pembelajaran Di Madrasah*. (Adaara: Jurnal Manajemen Pendidikan Islam, 2020) 10(1), 24–37. <https://doi.org/10.35673/ajmpi.v10i1.854>

⁴ Nurmadiyah. 2016. "Media Pendidikan", *Jurnal Al-Afkar*, Vol. V, No. 1 April 2016.

⁵ Daarajat, Zakiah. 1995. *Metode Khusus Pengajaran Agama Islam*. Jakarta: Bumi Aksara.

⁶ Arsyad, Azhar. 2006. *Media Pembelajaran*. Jakarta: PT. Rajagrafindo Persada.

⁷ Amir, Abyan. 2007. *Materi Pokok Perencanaan dan Pengelolaan Pembelajaran Pendidikan Agama Islam*. Jakarta: Direktorat Jenderal Pembinaan Kelembagaan Agama Islam dan Universitas Terbuka.

⁸ Pito, Abdul Haris. 2018. "Media Pembelajaran dalam Perspektif Al-Qur'an". *Andragogi Jurnal Diklat Teknis*, Vol. VI, No. 2, Juli-Desember 2018.

The Qur'an also designs the problem of the application of educational media. In Q.S. an-Nahl verse 125, God says: "Call (men) to the ways of your Lord with wisdom and good lessons and refute them in a good way." The interpretation of the verse is found in the *Tafsir Hidayatul Insan*. In the book, it is explained that:

"First; The way of your Lord; The straight ones; which contains useful knowledge and pious charity. Second, Wisdom; means right on target, namely by positioning something in place. IncThe wisdom includes preaching knowledge and paying attention to the state of mad'u. Third; A God lesson; i.e., good advice and touching words. Fourth, Refute them in a good way."⁹.

Therefore, based on some of the research arguments presented in front and the information from the Qur'an regarding the management of educational media, this article will accentuate the essence of Q.S. an-Nahl verse 44 along with other relevant verses to explain the concept of educational media management.

2. Literature Review

This means that the management of learning media in education significantly influences the significant mentation of knowledge. Before alluding to the management of education control in the Qur'an, several studies will first be presented that explain the importance of explaining media in the educational process. Ulfa and Winarti, in their research entitled, "Pengembangan Kerativitas Anak Usia Dini 5-6 Tahun Melalui Media Gerabah," explained that pottery media could improve children's ability to come up with new ideas, do combinations and collaborations, form idealistic and independent attitudes¹⁰.

Research conducted by Marco Gui, Tiziano, et al. entitled "Mobile Media Education as a Tool to Reduce Problematic Smartphone Use: Result of Randomised Impact Evaluations" states that smartphones can intervene and accelerate educational media. The focus is on *time management* and the intended use of the monitor. Thus, improving digital skills can also be a tool to control learning steps.

⁹ Pito, Abdul Haris. 2018. "Media Pembelajaran dalam Perspektif Al-Qur'an". *Andragogi Jurnal Diklat Teknis*, Vol. VI, No. 2, Juli-Desember 2018.

¹⁰ Ulfa & Winarti. Pengembangan Kreativitas Anak Usia 5-6 Tahun Melalui Media Gerabah. (*Abata : Jurnal Pendidikan Islam Anak Usia Dini*, 2021) 1(1), 1-15. <https://doi.org/10.32665/abata.v1i1.237>

During the Covid-19 pandemic, educational media has dramatically influenced the learning process. The claim is shown in the research by Hurajova, Kollarova, dan Huraj titled “Trends in education during the pandemic: modern online technologies as a tool for the sustainability of university education in the field of media and communication studies.” Their finding is that several online *platforms*, such as *zoom* or *google meet*, have become a medium for learning, consulting, academic chats, and building social networks. The media is “urgently” used because it is to ensure the continuity of the education system.

Islam also accommodates educational media as a breakthrough in the education system. One of the popular media for the distribution of Islamic messages is *Youtube*, according to Md. In his research entitled “Social mediatization of religion: Islamic videos Islamic”, Sayeed al-Zaman explained that *Youtube* effectively transmits Islamic messages online. So, the community can be directly involved in the learning process. An example in Indonesia is the recitation of Gus Baha, Gus Kautsar, or Gus Mus which is easy to enjoy through *youtube* media¹¹.

Learning media using color blocks was also tested in Ni'mah and Muntamah's research. Color blocks are used for the number recognition process. The study showed that recognizing children's numbers through the medium of learning color blocks could increase number knowledge for children. For teachers, it is more accessible to understand students about numbers.

Islam places great emphasis on educating mankind. As the National Education Law reads that good education does not only focus on improving intellectual aspects but also on moral aspects. For example, on the subject of moral creed. According to the Decree of the Minister of Religious Affairs (K.M.A.) No. 165 of 2014 concerning the 2013 Curriculum of P.A.I. and Arabic Subjects in Madrasah, *akhlak akidah* is defined as the root or subject of religion. Morals are aspects of life attitudes or personalities that govern man's relationship with God and his fellow human beings. In other words, God also loves people in good faith, one of which is through education.

¹¹ Al-Zaman, Md. Sayeed. 2022. “Social mediatization of religion: islamic videos on YouTube”, *Heliyon*, 8 (2022). DOI: <https://doi.org/10.1016/j.heliyon.2022.e09083>.

A good education will produce intelligent scientists with a leader personality. In the world of education, leaders also play an essential role. Human nature is also a leader¹². God says:

“Remember to your Lord said to the angel: “verily I will make a caliph on the face of the earth.” They said: “why do you want to make (the caliph) on earth a man who will make mischief to him and shed blood? Whereas we are always consecrated by praising Thee and sanctifying Thee?”. The Lord said: “Verily I know the things which ye do not know.” (al-Baqarah ayat 30).

Al-Ghazali viewed nature as the basis of human beings by birth with all sorts of characteristics: the ability to receive education and teaching and the inquisitive drive to seek the essence of truth that leads to the power to think¹³. Al-Ghazali emphasized the importance of education for humans so that people have more faith and love to think.

One of the problems that could be quieter from the discussion of the people is the problem of education. The Qur'an has made a significant gesture to raise the education issue. If the Qur'an is studied in more depth. In that case, basic education principles will be used as a source of inspiration to develop quality education.

The Qur'an warns people to seek knowledge. In Q.S. at-Taubah ayah 122, it is said that “Why not depart from each of them some to deepen their knowledge of religion and to warn his people when they have returned to him, that they may take care of him.”

Q.S. al-Mujadalah verse 11 also positions knowledgeable man to a high degree; “O people of faith! When it says to you, give spaciousness in the assemblies, then spare, undoubted Give you spaciousness. And when it says, stand ye, then stand up, undoubted Lift up (degrees) the believers among you and those who are given knowledge to some degree. And Allah is Most Thorough what you do.” The verses imply the importance of education for human survival. Through knowledge, humans will know what is good and evil, what is right and wrong, and what brings benefits or disadvantages.

¹² Nimas Wegig Kurniana. *Konsep Ulul Albab Dalam Manajemen Kepemimpinan Pendidikan Islam*. (AL-FAHIM: Jurnal Manajemen Pendidikan Islam, 2020) 2(2), 56-67. <https://doi.org/10.54396/alfahim.v2i2.93>.

¹³ Arofah, R., & Cahyadi, H. *Studying Human Nature and Its Relation to the Islamic Education Process*. (Adabiyah: Jurnal Pendidikan Islam, 2015) 1(1), 29-40. <https://doi.org/10.21070/ja.v1i1.162>.

The spirit of the Qur'an as the basis for the search for knowledge must also be realized in the preparation and implementation of educational media. Certainly, in the corridors of the Qur'an. Educational media is a medium (tool) for conveying messages from a teacher to students (students) for a particular purpose so that students become understanding (www.nu.or.id). It is associated with the *amthal* (parable language) in the Qur'an. The languages (*amthal*) are used by God as a medium for delivering texts to make it easy to understand the meaning of the text by the listener (mankind)) so the existence of language media (*amthal*) is essential in developing communication aspects in the distribution of knowledge in the world of education¹⁴.

Therefore, this study aims to uncover the content of the Qur'an in the context of educational media management. The author will choose the existing verses of the Qur'an as study material to reveal their relevance for educational media management.

3. Method

This research applies a qualitative approach using descriptive methods. According to Sugiyono, descriptive research is a study conducted to examine independent variables and not to compare with other variables¹⁵. The illustrative method is used to clearly describe the Qur'an's perceptiveness regarding the management of educational media.

Meanwhile, data collection is carried out through literature studies and searches related to educational media management and verses directly related to educational media management in the Qur'an. The main verse is Q.S. an-Nahl verse 44, along with its derivative poems.

Literature studies document several articles in fairly reputable international and national journals. The report is predominantly about the management of educational media. That is, what are the media used in the educational process? In addition, the Islamic scholar, Al-Ghazali, is also used as a reference in conducting an analysis of this article and the regulations in the National Education Law.

¹⁴ <https://www.nu.or.id/opini/media-pembelajaran-dalam-al-quramp8217an-Ea9Rh>

¹⁵ Sugiyono. *Metode Penelitian Pendekatan Kualitatif, Kuantitatif, Dan R&D*. (Bandung: Alfabeta. 2012).

This research literature study serves to find out the author's research position among previous relevant studies. Meanwhile, data collection is carried out through literature studies and searches related to educational media management and verses directly related to educational media management in the Qur'an. This research literature study serves to find out the author's research position among previous relevant studies.

4. Results And Discussion

a. Education Management

Judging from the word's origin, the word management comes from the Latin manus, which means hand, and agere, which means to do—the two words combined into the verb manager, which means to do by hand or handle¹⁶. In English, the word manager is translated as the verb to manage, with the noun management. At the same time, the person who carries out management activities is called the manager. Furthermore, in Indonesian, the word management translates to management or managing¹⁷.

Management is the process of achieving organizational goals by carrying out activities of management functions. According to Terry, management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives using human beings and other resources. Management is a unique process consisting of planning, organizing, actuating, and controlling, which is carried out to determine and achieve the goals set using humans and other resources. The understanding of other management experts' states that management is the process of carrying out management functions.

As Robbins & Coulter said, these functions have been condensed into four: planning, organizing, leading, and controlling. Today, the functions of management have been summarized into four: planning, organizing, leadership, and managing. Thus, management is a cyclically sustainable activity to achieve

¹⁶ Muhaemin, M. *Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/ Madrasah)*. Ebook. 2015. <https://books.google.com/books?hl=id&lr=&id=X9YvDwAAQBAJ&oi=fnd&pg=PA5&dq=manajemen+media+pendidikan&ots=WcB95UqxwN&sig=GEE8AbZNjYkeNKfiU1xllaWAc1s>

¹⁷ Pananrangi, H., & SH, M. *Manajemen Pendidikan*. (2017). Ebook. <https://books.google.com/books?hl=id&lr=&id=LwA2DwAAQBAJ&oi=fnd&pg=PR1&dq=manajemen+media+pendidikan&ots=1PwxTpyxLc&sig=UwNYeDQYTYiJywgN0UowWPJeSTY>

goals effectively and efficiently. In the context of education, Satori (1980) defines education management as “the whole process of cooperation by utilizing all available and appropriate personnel and material resources to achieve the established educational goals effectively and efficiently.”

Meanwhile, Nawawi stated that “education management is a series of activities or the whole process of controlling the cooperation of several people to achieve educational goals systematically organized in a certain environment, especially in the form of formal educational institutions¹⁸.” Although there are various definitions of management, both general and specific to educational management, essentially, a common thread can be drawn about the notion of educational management: (1) education management is an activity; (2) education management utilizes a variety of resources; (3) education management strives to achieve specific goals; and (4) the process is continuous.

b. Educational Media in Learning

The word “Media” comes from the Latin word, which is the plural form of “medium,” literally meaning intermediate or introductory. The Association for Education and Communication Technology (A.E.C.T.) defines media as any form and channel for information processing. The National Education Association (N.E.A.) defines media as anything that can be manipulated, seen, heard, read, or talked about, along with the instruments used for the activity¹⁹.

Meanwhile, Heinrich et al. (1982) interpret the term media as “the term refers to anything that carries information between a source and a receiver.” It should also be noted that learning activities are a communication process. In other words, learning activities through the media occur when there is communication between the recipient of the message (P) and the source (S) through the media (M). However, the communication process only occurs after feedback²⁰. Based on the description above, it can be briefly stated that learning media is a vehicle for distributing messages or learning information. Learning

¹⁸ Sahlan, A., Manajemen Pendidikan, M. A., & Slaa, I. *Manajemen Pendidikan Islam*. (2010). Ebook. <http://repository.uin-malang.ac.id/id/eprint/737>

¹⁹ Jennah, R. *Media pembelajaran*. 3(2). (2009) <http://digilib.iain-palangkaraya.ac.id/2204/1/Rodhatul.pdf>

²⁰ Zainuri, Ahmad, A. Z. *Media Pembelajaran Dalam Pandangan Islam*. *Jurnal.Radenfatah.Ac.Id*, 18(1). (2018). <http://jurnal.radenfatah.ac.id/index.php/medinate/article/view/2351>

media is one of the tools educators use so that learning activities take place effectively.

Media can channel messages from the sender to the recipient to stimulate students' thoughts, feelings, attention, interests, and attention so that learning occurs²¹. Media is all physical tools to present a message and encourage learners to learn. In the context of communication, media is one of the components of a learning strategy which is a container of messages or distributors that are forwarded to the target or recipient of the message, and the material to be conveyed is the learning message to be achieved in the learning process.

Based on this, it can be interpreted that learning media is a tool used by educators to support the success of the learning process and stimulate students' interest in learning²². As for the word learning, it has the root of the word "learning." Learning is a processing activity with fundamental elements in implementing each education level. In addition, some people view learning as a mere exercise, as seen in the practice of reading and writing. Hintzman (1978), in his book *The Psychology of Learning and Memory*, in Yudhi Munadi, argues that "learning is a change in the organism to experience which can affect the organism's behavior," A change that occurs in the organism, human or animal, caused by experiences that can influence the behavior of the organism.

The term educational media has several meanings, broadly and narrowly. Educational media means any person, material, or event that allows students to acquire knowledge, skills, and attitudes. The narrow understanding is a nonpersonal (non-human) tool used by teachers who play a role in the teaching and learning process to achieve goals²³. According to Zakiah Daradjat (1995), educational or learning media is an object that can be sensed, especially sight and hearing, both inside and outside the classroom, which is used as a connecting tool (communication media) in the process of teaching and learning interaction to improve the effectiveness of student learning outcomes.

²¹ Gunawan, G., & ... S. P. . *Alat Dan Media Pembelajaran Dalam Perspektif Tafsir Al-Misbah. Jurnal.Stai-Alazharmenganti.Ac.Id*, 15(3), (2022). <http://jurnal.stai-alazharmenganti.ac.id/index.php/fikroh/article/view/312>

²² Wahidin, U., & ... A. S. *Media Pendidikan dalam Perspektif Pendidikan Islam. (2018) Jurnal.Staialhidayahbogor.Ac.Id*, 15(1). <http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/222>

²³ Batubara, D. A. *Model pengembangan media pembelajaran adaptif di sekolah dasar. Core.Ac.Uk*, 4(2). (2019). <https://core.ac.uk/download/pdf/235209860.pdf>

Meanwhile, Asnawir and Basyiruddin Usman (2002), in their book entitled "Educational Media," explained that media is something that channels messages and can stimulate the thoughts, feelings, and will of the audience (students) so that it can encourage the learning process in him²⁴. Communication is a relationship between a person and other people, namely with communication; there is a social relationship because humans are social beings who need each other among each other, so there is such a thing as reciprocal interaction, which is a relationship that has meaning and meaning to support the social fabric in life.

The interaction process between individuals and others is caused by communication in the context of conveying information. Communication is transmitting information, ideas, explanations, feelings, and questions from person to person or group. So, communication is a process of interaction between people or groups aimed at influencing the attitudes and behavior of a person and groups within an organization.

Based on this understanding, it is evident that in every relationship between a person or group, there will be communication to achieve a goal, either in the form of information or news or in nature related to a person or group in expressing feelings, ideas, and ideas to others to influence the attitudes or behavior of the other person after receiving the information or news communicated²⁵. Consciously or unconsciously, in everyday life, communication is part of human life; since he was born, they have already shared with his environment.

One of the signs of communication since he was born was the first movement and crying at the time he was born. It can be interpreted that communication means a combination of one or two or more directions. However, variety is the relationship between one person and another or more people. By itself, relationships can take the form of speech or association, which contains specific intentions, such as relationships in the world of education or interactions in the world of education. At the same time, the media is a tool or introduction to the

²⁴ Wahidin, U., & ... A. S. *Media Pendidikan dalam Perspektif Pendidikan Islam*. (2018) *Jurnal. Stai alhidayah bogor. Ac.id*, 15(1). <http://jurnal.stai alhidayah bogor. ac. id/ index. php/ ei/ article/ view/ 222>

²⁵ Muhaimin, M. *Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/ Madrasah)*. (2015) *Ebook*. <https://books.google.com/books?hl=id&lr=&id=X9YvDwAAQBAJ&oi=fnd&pg=PA5&dq=manajemen+media+pendidikan&ots=WcB95UqxwN&sig=GEE8AbZnJykeNKfiU1xllaWAc1s>

relationship so that the relationship can be eased, accelerated, more practical, and contains benefits²⁶.

In communicating, we often use the media to convey information in education. With a short and limited lesson time, by using learning media in teaching, educators can streamline time in delivering learning material. Therefore, educators are expected to be able to present the materials they will provide efficiently in a short time, but much information is conveyed to students.

Three characteristics of media are clues to why media is used and anything that media can do that educators may not be able to do²⁷. A fixative feature describes the ability of a medium to record, store, preserve, and construct an event or object. The event was reconstituted by being collected by a medium such as photography, videotape, audio tape, computer floppy disks, and film. Anything captured by the camera is easily reproducible and easy to use when needed.

The fixative feature is essential for educators because events or objects recorded or stored with the existing media format are always used. For example, an event that only occurs at times can be immortalized and used for learning media because it has been stored²⁸. The change in an event is likely because the media has manipulative characteristics. Events that take days, for example, can be shortened to only a few minutes with the timelapse feature.

For example, the process of larvae becoming cocoons and then becoming butterflies takes a long time. Still, it can be shortened to 2-3 minutes because it is accelerated using the time-lapse feature²⁹. However, in addition to the time-lapse feature, a slow-motion feature can slow down a movement on video. For

²⁶ Muhaimin, M. *Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/ Madrasah)*. (2015) Ebook. <https://books.google.com/books?hl=id&lr=&id=X9YvDwAAQBAJ&oi=fnd&pg=PA5&dq=manajemen+media+pendidikan&ots=WcB95UqxwN&sig=GEE8AbZNjYkeNKfiU1xllaWAc1s>

²⁷ Muhtadiin, W. K.. *Media Pendidikan Dalam Perspektif Pendidikan Islam*. (2018) *Journal.an-Nur.Ac.Id*, 03, 171. <http://journal.an-nur.ac.id/index.php/muhtadiin/article/view/6>

²⁸ Ya'cub. *Media Pendidikan Perspektif Al Quran Hadits dan Pengembangannya*. (2018). *Ejurnal.Staiha.Ac.Id*, 4(2). <http://ejurnal.staiha.ac.id/index.php/cendekia/article/view/53>

²⁹ T Nurrita. *Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa*. (2018) *lmsspada. Kemdikbud.Go.Id*, 03, 171. https://lmsspada.kemdikbud.go.id/pluginfile.php/423559/mod_resource/content/2/Bahan_bacaan.pdf

example, the reaction movement of an object, then the action can be slowed down so that students can see these movements.

Media such as videos and events can be edited so that the educator only displays the essential parts. The media capability of this manipulative feature requires serious attention because if there is an error in editing the cutting of parts of the video or the order of the video, there will be a difference from the actual meaning of the video³⁰. The distributive feature of a medium allows an object or event to be transported through space. Simultaneously, the event is presented to several learners with a relative experiential stimulus of the possibility involved.

The information recorded in any media format can be reproduced at any time and is ready to be used simultaneously in various places or repeatedly in an area³¹. The role of media in the learning process is as follows: (a) Tools to clarify learning materials at the time the educator delivers the lesson. In this case, the media used by educators as a verbal explanation tool regarding learning materials, (b) Tools to raise or cause problems that students in the learning process will further study, (c) Learning resources for students, which means that the media contains materials that must be checked both individually and in groups.

The occurrence of meaningful learning experiences is inseparable from the role of the media, especially from its position and function. In general, media has the following uses: (a) Clarifying messages so as not to be too verbal, (b) Overcoming limitations of space, time, and sensory power, (c) Generating students' enthusiasm for learning, namely more direct interaction between students and learning resources, (d) Allowing students to learn independently according to their visual, auditory, and kinesthetic talents and abilities, (e) Pay equal attention to give rise to perceptual equations.

c. Use of Educational Media in Student Learning

Media means a liaison or intermediary. Meanwhile, another sense explains that media comes from Latin, namely *medius*, which means middle,

³⁰ Ya'cub. *Media Pendidikan Perspektif Al Quran Hadits dan Pengembangannya*. (2018) *Ejurnal.Staiha.Ac.Id*, 4(2). <http://ejurnal.staiha.ac.id/index.php/cendekia/article/view/53>

³¹ Pananrangi, H., & SH, M. *Manajemen Pendidikan*. (2018) Ebook. <https://books.google.com/books?hl=id&lr=&id=LwA2DwAAQBAJ&oi=fnd&pg=PR1&dq=manajemen+media+pendidikan&ots=1PwxTpyxLc&sig=UwNYeDQYTYiJywgN0UowWPJeSTY>

introductory, or intermediary. Communication plays a vital role in learning³². For communication between educators and students to take place well and for the information conveyed by educators can be received by students, educators need to use learning media. In educational technology, the task of the media is not just to communicate the relationship between the source (educator) and the recipient (student). Still, more than that, it is an integral part and has interrelationships between one component and another, interacting with each other and influencing each other.

In this context, teachers, textbooks, e-learning, and the school environment are learning media that convey learning messages with a direct learning model, using educators acting as information carriers³³. Learning media is a teaching and learning tool. Everything can stimulate learners' thoughts, feelings, attention, and abilities or skills to encourage learning.

Learning media presents something difficult for learners to display, visit or see, either because it is too large, like the solar system, too small, like a virus, or too long a process period. With the presence of the media, these existing limitations can be overcome³⁴. For example, they use various media in models, maps, floor plans, photos, videos, movies, visiting sites, etc. Learning media can provide a substantial and direct learning experience to students. Thus, students will see the relationship between theory and practice firsthand or understand the application of knowledge in the field.

Learning media can stimulate students to think critically; by using their imagination, their abilities and attitudes are further developed, thus giving birth to creativity and innovative work. Media can increase the efficiency of the learning process because using such media can reach learners in different places and an infinite scope at any given time. Learning media can solve educational or teaching problems both in the micro and macro spheres³⁵.

³² Jennah, R. . *Media pembelajaran*. (2009) 3(2). <http://digilib.iain-palangkaraya.ac.id/2204/1/Rodhatul.pdf>

³³ Zainuri, Ahmad, A. Z.. *Media Pembelajaran Dalam Pandangan Islam*. (2018) *Jurnal.Radenfatah.Ac.Id*, 18(1). <http://jurnal.radenfatah.ac.id/index.php/medinate/article/view/2351>

³⁴ Gunawan, G., & ... S. P. *Alat Dan Media Pembelajaran Dalam Perspektif Tafsir Al-Misbah*. (2022). *Jurnal. Stai-Alazharmenganti.Ac.Id*, 15(3), 2022. <http://jurnal.stai-alazharmenganti.ac.id/index.php/fikroh/article/view/312>

³⁵ Azizah, S. *Media Pembelajaran Dalam Perspektif Al-Qur'an Dan Al-Hadits*. *Media.Neliti.Com*, (2021) 1(3). <https://media.neliti.com/media/publications/556563-media-pembelajaran-dalam-perspektif-al-q-0db4d8e0.pdf>

d. Educational Media in the Perspective of the Qur'an

In the learning process, teachers can create an attention-grabbing learning atmosphere by utilizing creative, innovative, and varied educational media so that learning can take place by optimizing the process and being oriented toward understanding achievement³⁶. In carrying out their duties as educators, teachers must be based on steps derived from religious teachings; this is as the word of God S.W.T. in Sura An-Nahl Verse 44, which means: (We sent them) by (bringing) clear evidence (miracles) and books. We pass down the aẓ-Ẓikr (Qur'an) to you so that you explain to men what has been passed down to them and for them to think of³⁷.

That states that the Quran is passed down so that you explain to mankind what has been passed down to them and for them to think about it. Similarly, in the problem of the application of educational media, educators must pay attention to the development of the religious spirit of students because this factor is precisely the target of educational media³⁸. Without paying attention to and understanding the development of the child's psyche or the level of thinking power of students, teachers will be difficult to expect to be able to achieve success.

As God says S.W.T. in Sura An-Nahl Verse 125, which states that call (men) to the way of your Lord with sound wisdom and lessons and refutes them in a good way because indeed your Lord knows better who is lost and who gets instructions. Through Q.S An-Nahl Verse 125, it can be interpreted that the use of tools as a medium in delivering learning should consider the aspects of the message conveyed, and the use of excellent and friendly language in the ear as a means of getting notifications, and if there is a debate, an educator/teacher can use explanations with logical language, so that students can receive well³⁹.

The real action will describe the media in this verse, namely being able to deliver good proselytizing messages, and educational knowledge is carried out

³⁶ M Ramli.. *Media pembelajaran dalam perspektif Al-Qur'an dan Al-Hadits*. Academia.Edu, (2015), 2(3). <https://www.academia.edu/download/59064841/3422535220190428-45735-1xycx0t.pdf>

³⁷ Ya'cub. *Media Pendidikan Perspektif Al Quran Hadits dan Pengembangannya*. Ejurnal.Staiha.Ac.Id, (2018), 4(2). <http://ejurnal.staiha.ac.id/index.php/cendekia/article/view/53>

³⁸ Zainuri, Ahmad, A. Z. *Media Pembelajaran Dalam Pandangan Islam*. Jurnal.Radenfatah.Ac.Id, 18(1). (2018) <http://jurnal.radenfatah.ac.id/index.php/medinate/article/view/2351>

³⁹ Solihin, R.. *Pengembangan Media Pembelajaran Interaktif Tahfidz Al-Quran di Sekolah Dasar*. Jurnal. Asy-Syukriyyah.Ac.Id, 3(2). (2020) <http://jurnal.asy-syukriyyah.ac.id/index.php/Asy-Syukriyyah/article/view/108>

in spoken language or in a visual way as an introduction to educational messages to students, either directly or indirectly.

e. Audio Visual Educational Media Management

In the creation of man, God bestowed reason and sensory instruments as a potential provision for man to learn and be able to explore science. In the Quran, many verses explain the human potential. Still, here the author quotes surah An-Nahl verse 78 because this verse is considered the most appropriate in audio and visual discussions, namely the learning media used in this study. The word media comes from the Latin *medius*, which leans toward the middle, media. Media is a human being, material, or event that establishes the conditions that make students acquire knowledge, skills, or attitudes⁴⁰.

Audio media is a type of media used in learning by only involving the learners' sense of hearing. The importance of purpose is efficient at processing information obtained from sources of information⁴¹. Audio media includes radios, magnetic tape recorders, vinyl records and language labs, audiotapes, compacts, discs (C.D.s), mp3, and mp4. According to the Big Dictionary, Indonesian audio is an audible prop. The audio comes from the word *loud*, which means that the sound can be heard reasonably by the human ear.

Audio teaching materials are a type of non-printed teaching materials that contain a system that uses audio signals directly, which can be played or heard by educators to their students to help them master specific competencies. Understanding audio media for teaching, intended as material containing messages in auditive form (vocal cords or sound disk), can stimulate students' thoughts, feelings, attention, and willpower so that the teaching and learning process occurs⁴².

Visual media includes images, tables, graphics, posters, cardboard (nonprojector media) and cameras, OHPs, slides, digital images (CD-ROMs, CD photos, DVD ROMs, and computer floppies), and liquid crystal display (LCD)

⁴⁰ Mubtadiin, W. K.. *Media Pendidikan Dalam Perspektif Pendidikan Islam*. (2018) *Journal.an-Nur.Ac.Id*, 03, 171. <http://journal.an-nur.ac.id/index.php/mubtadiin/article/view/6>

⁴¹ Zainuri, Ahmad, A. Z. *Media Pembelajaran Dalam Pandangan Islam*. *Jurnal.Radenfatah.Ac.Id*, 18(1). (2018) <http://jurnal.radenfatah.ac.id/index.php/medinate/article/view/2351>

⁴² Ya'cub. *Media Pendidikan Perspektif Al Quran Hadits dan Pengembangannya*. *Ejurnal.Staiha.Ac.Id*, (2018), 4(2). <http://ejurnal.staiha.ac.id/index.php/cendekia/article/view/53>

projection panels connected from the computer to screen (visually projected media). Initially, learning media only functioned as a teacher's tool for teaching, which was used as a visual aid. Around the middle of the 20th century, the business of utilizing visuals was complemented by audio devices, so audio-visual aids were born.⁴³

Distance learning through the internet is a spectacular type of learning media that can penetrate time and space; education technology developments today have resulted in new approaches and led educators to new challenges. Media is interpreted as "middle," "intermediary," or introductory. In Arabic, a medium is an intermediary or delivery of a message from the sender to the recipient⁴⁴.

Visual media can only be seen and does not contain sound elements. In other words, media can be defined as a medium that combines facts and ideas firmly and unified through a combination of the expression of words and images. This visual media transmits messages from the source to the message's recipient. The ducts used to concern the sense of sight. The message to be conveyed is poured into the symbols of visual communication. This media includes slide films, photos, transparency, paintings, drawings, and various printed materials, such as optical media.⁴⁵

According to Zakiyah Daradjah, the types of visual media that can be used are classified as follows: 1) Visual media with two dimensions or no projections such as whiteboards, temple boards, drawings, schemes, reading books, graphics, and others; 2) Three-dimensional or projection visual media such as natural objects, imitation objects, globes and tools that can be made by yourself to be demonstrated. Media products of technology that require mastery and skills and use, such as LCD Projectors and computers.

Students will try to connect the facts that occur in their lives using visual media such as images, animated images, and slides. However, not all Islamic education subject matter can use optical media. Therefore, visual media must

⁴³ Azizah, S. *Learning Media In The Perspective Of The Qur'an And Al-Hadith*. Media.Neliti.Com, (2021) 1(3). <https://media.neliti.com/media/publications/556563-media-pembelajaran-dalam-perspektif-al-q-0db4d8e0.pdf>

⁴⁴ Jennah, R. . *Media pembelajaran*. (2009) 3(2). <http://digilib.iain-palangkaraya.ac.id/2204/1/Rodhatul.pdf>

⁴⁵ M Ramli.. *Media pembelajaran dalam perspektif Al-Qur'an dan Al-Hadits*. Academia.Edu, (2015), 2(3). <https://www.academia.edu/download/59064841/3422535220190428-45735-1xycx0t.pdf>

be adapted to the existing subject matter, such as the procedures of wudu' and the procedures for prayer.

While audio-visual media comes from the words audible and visible, audible means loud, and visual means visible, in the Great Dictionary of Science, audio is things related to sound or sound. Audio is associated with the sense of hearing; the message is poured into auditive symbols, both verbal (into words or oral) and non-verbal. Visuals are things related to vision, generated or occurring as images in memory. Audio-visual media represents the presence of reality, primarily through sensing sight and hearing, which aims to demonstrate real educational experiences to students.

This method is considered more precise, fast, and accessible than through talks, thoughts, and stories about educational experiences. Audio-visual media in any learning is currently taking place in a wide variety of audio-visual media used as a means and learning resource that can be widely accessed by teachers, students, and education stakeholders. As outlined above, the press is an instructional component that includes messages, people, and equipment; in its development, the teaching media follows technological developments in each field of learning. Which later gave birth to audio-visual media that combined mechanical and electronic knowledge to learn using media⁴⁶.

The term verse that indicates the use of audio-visual media is found in the word of Allah S.W.T. Q.S al-Baqarah/2:31: And he taught adam the names (things) of all, and then he showed them to the angels, saying to me the words of all these (things) if you are the right one. Teaching the angels some of these names (objects) ijmāl (generally) by conveying scientifically or accordingly according to the condition of the angels or adam communicating the words (things) to them by mentioning examples only by knowing the model can be known the use of each of these objects⁴⁷.

So audio-visual is a medium with elements of sound and images. Audio-visual learning media is divided into sound, television, and video films. The subject matter certainly has varying degrees of difficulty. On the one hand,

⁴⁶ Wahidin, U., & ... A. S. *Media Pendidikan dalam Perspektif Pendidikan Islam*. (2018) *Jurnal.Staialhidayahbogor.ac.id*, 15(1). <http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/222>

⁴⁷ Muhaimin, M. *Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/ Madrasah)*. Ebook. 2015. <https://books.google.com/books?hl=id&lr=&id=X9YvDwAAQBAJ&oi=fnd&pg=PA5&dq=manajemen+media+pendidikan&ots=WcB95UqxwN&sig=GEE8AbZNjYkeNKfiU1xllaWAc1s>

lesson materials do not require tools. Still, on the other hand, there are learning materials that need tools in the form of teaching media, such as videos about the implementation of Hajj with Islamic education materials, so that learning objectives become effective and efficient.

Surah An-Nahl verse 78 relates to audio-visual media: It means: “And Allah took you out of your mother’s belly in a state of not knowing anything, and He gave you hearing, sight and heart, that you might be grateful.” The explanation of the above verse, according to Imam Nawawi in the interpretation of Al-Munir, is And Allah took you out of your mother’s belly in a state of not knowing anything (not knowing anything at all)⁴⁸. He gives you hearing, sight, and heart (and God made for you these things which are listening, eye, and soul, as instruments so that you can successfully use them as tools for learning and knowing) so that you may be grateful (so that you may use them in gratitude for everything that God has given you, namely with these instruments so that you may listen to God’s will or advice, and see God’s instructions, and think and use your minds about the greatness of God).

From that verse, we know that man is born without knowing anything, but God gives man the potential of hearing and sight as tools for learning. The audio-visual media is a learning media that is very suitable for use because this media directly relates the listener’s senses and the vision of the peseta at the same time simultaneously. Audio Visual learning media, a learning method or technique that emphasizes that students can apply computers to make it easier to understand and connect one material with other materials, must be done by complementing each other and expressing their ideas and opinions. There are several components in applying to learning using Audio-Visual media: silence, building community, finding concepts (concept attainment), reflection, and evaluation.

Rivai and Nana explain the term audio-visual aids as several tools used by teachers in conveying concepts, ideas, and experiences captured by the senses of sight and hearing. The main emphasis in audio-visual learning is on the value of learning gained through concrete experience, not based solely on words. Audio-visual media is also known as video media. Agustiniingsih stated that

⁴⁸ T Nurrita. *Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa*. (2018) *Imsspada*. Kemdikbud.Go.Id, 03, 171. https://lmsspada.kemdikbud.go.id/pluginfile.php/423559/mod_resource/content/2/Bahan_bacaan.pdf

video media is a series of electronic images accompanied by audio sound and image elements poured through the videotape.⁴⁹

The series of electronic images are then played with a tool, namely a video cassette recorder or video player; it can be concluded that audio-visual media is a medium that conveys learning messages in audio and visual form. The learning experience is acquired concretely, not only through mere words. Audio-visual media is played using a tool, namely a video cassette recorder or video player⁵⁰.

5. Conclusion

Educational or learning media is an object that can be sensed, especially sight and hearing, both inside and outside the classroom, which is used as a connecting tool (communication media) in the process of teaching and learning interactions to improve the effectiveness of student learning outcomes. The academic press must be managed to run effectively and efficiently. Management of educational media can be done based on the Qur'an. Various verses in the Qur'an talk about educational media.

From the perspective of the Quran, Q.S. an-Nahl verse 44 management of educational media, namely: visual media. Audio-visual media is a learning media that is very suitable for use because this media directly relates the listener's senses and the vision of the peseta at the same time simultaneously.

Reference:

- A'la, Ach. Syaiful. "Media Pembelajaran dalam Al-Qur'an", *NU Online*, <https://www.nu.or.id/opini/media-pembelajaran-dalam-al-quramp8217an-Ea9Rh>
- Azizah, S. Media Pembelajaran Dalam Perspektif Al-Qur'an Dan Al-Hadits. 2012. *Media.Neliti.Com*, 1(3). <https://media.neliti.com/media/publications/556563-media-pembelajaran-dalam-perspektif-al-q-0db4d8e0.pdf>

⁴⁹ Arofah, R., & Cahyadi, H. *Studying Human Nature and Its Relations to the Islamic Education Process*. (Adabiyah: Journal of Islamic Education, 2015) 1(1), 29–40. <https://doi.org/10.21070/ja.v1i1.162>.

⁵⁰ Arofah, R., & Cahyadi, H. *Studying Human Nature and Its Relation to the Islamic Education Process*. (Adabiyah: Jurnal Pendidikan Islam, 2015) 1(1), 29–40. <https://doi.org/10.21070/ja.v1i1.162>.

- Batubara, D. A. Model pengembangan media pembelajaran adaptif di sekolah dasar. 2019. *Core.Ac.Uk*, 4(2). <https://core.ac.uk/download/pdf/235209860.pdf>
- Daarajat, Zakiah. 1995. *Metode Khusus Pengajaran Agama Islam*. Jakarta: Bumi Aksara.
- Gunawan, G., & ... S. P. Alat Dan Media Pembelajaran Dalam Perspektif Tafsir Al-Misbah. *Jurnal.Stai-Alazharmenganti.Ac.Id*, 15(3), 2022. <http://jurnal.stai-alazharmenganti.ac.id/index.php/fikroh/article/view/312>
- Jennah, R. *Media pembelajaran*. 2009 3(2). <http://digilib.iain-palangkaraya.ac.id/2204/1/Rodhatul.pdf>
- M Ramli. Media pembelajaran dalam perspektif Al-Qur'an dan Al-Hadits. *Academia.Edu*, 2(3), 2015. <https://www.academia.edu/download/59064841/3422535220190428-45735-1xycx0t.pdf>
- Mubtadiin, W. K. Media Pendidikan Dalam Perspektif Pendidikan Islam. *Journal.an-Nur.Ac.Id*, 03, 2018. <http://journal.an-nur.ac.id/index.php/mubtadiin/article/view/6>
- Muhaimin, M. Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah). Ebook. 2015. <https://books.google.com/books?hl=id&lr=&id=X9YvDwAAQBAJ&oi=fnd&pg=PA5&dq=manajemen+media+pendidikan&ots=WcB95UqxwN&sig=GEE8AbZNjYkeNKfiU1xllaWAc1s>
- Pananrangi, H., & SH, M. Manajemen Pendidikan. Ebook. 2017. <https://books.google.com/books?hl=id&lr=&id=LwA2DwAAQBAJ&oi=fnd&pg=PR1&dq=manajemen+media+pendidikan&ots=1PwxTpyxLc&sig=UwNYeDQYTYiJywgN0UowWPJeSTY>
- Sahlan, A., Manajemen Pendidikan, M. A., & Slaa. Manajemen Pendidikan Islam. Ebook. 2010. <http://repository.uin-malang.ac.id/id/eprint/737>
- Solihin, R. Pengembangan Media Pembelajaran Interaktif Tahfidz Al-Quran di Sekolah Dasar. *Jurnal.Asy-Syukriyyah.Ac.Id*, 3(2), 2020. <http://jurnal.asy-syukriyyah.ac.id/index.php/Asy-Syukriyyah/article/view/108>
- T Nurrita. Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. *Lmsspada.Kemdikbud.go.id*, 03, 2018. https://lmsspada.kemdikbud.go.id/pluginfile.php/423559/mod_resource/content/2/Bahan_bacaan.pdf

- Wahidin, U., & ... A. S. Media Pendidikan dalam Perspektif Pendidikan Islam. *Jurnal. Staialhidayahbogor.Ac.Id*, 15(1), 2018. <http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/222>
- Ya'cub.. Media Pendidikan Perspektif Al Quran Hadits dan Pengembangannya. *Ejurnal.Staiha.Ac.Id*, 4(2), 2018. <http://ejurnal.staiha.ac.id/index.php/cendekia/article/view/53>
- Yuliana, L., Teras, S. A.-Y., undefined. (n.d.). Manajemen Pendidikan. *Academia. Edu*. Retrieved December 19, 2022, from <https://www.academia.edu/download/59995126/12-bahan-ajar-manajemen-pendidikan20190712-67714-3m3i3y.pdf>
- Zainuri, Ahmad, A. Z.. Media Pembelajaran Dalam Pandangan Islam. *Jurnal. Radenfatah.Ac.Id*, 18(1), 2018. <http://jurnal.radenfatah.ac.id/index.php/medinate/article/view/2351>
- Ahmad Dwi Nur Khalim. Pola Manajemen Pembelajaran Akidah Akhlaq Di MTs Negeri 6 Sleman. *AL-FAHIM: Jurnal Manajemen Pendidikan Islam*, 1(2), 2019. 36–57. <https://doi.org/10.54396/alfahim.v1i2.57>
- Arofah, R., & Cahyadi, H.. Studying Human Nature and Its Relation to the Islamic Education Process. *Adabiyah: Jurnal Pendidikan Islam*, 1(1), 2015. 29–40. <https://doi.org/10.21070/ja.v1i1.162>
- Iftaturrohmah, Yulianti, N., & Suhartiningsih. Efektivitas Metode Bernyanyi Berbantuan Media Audiovisual Terhadap Penguasaan Kosakata Bahasa Inggris Anak Kelompok B. *Abata : Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 2022. 94–103. <https://doi.org/10.32665/abata.v2i1.298>
- Maliki, P. L., & Erwinsyah, A. Evaluasi Manajemen Pembelajaran Di Madrasah. *Adaara: Jurnal Manajemen Pendidikan Islam*, 10(1), 2020: 24–37. <https://doi.org/10.35673/ajmpi.v10i1.854>
- Ni'mah, R., & Muntamah, S. Pengenalan Angka Anak Melalui Media Balok Warna Di Ra Nurul Ummah. *Abata : Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 2021: 27–38. <https://doi.org/10.32665/abata.v1i1.235>
- Nimas Wegig Kurniana. Konsep Ulul Albab Dalam Manajemen Kepemimpinan Pendidikan Islam. *AL-FAHIM: Jurnal Manajemen Pendidikan Islam*, 2(2), 2020: 56–67. <https://doi.org/10.54396/alfahim.v2i2.93>
- Nurmadih. 2016. “Media Pendidikan”, *Jurnal Al-Afkar*, Vol. V, No. 1 April 2016.

- Sugiyono. *Metode Penelitian Pendekatan Kualitatif, Kuantitatif, Dan R&D*. Bandung: Alfabeta, 2012.
- Ulfa & Winarti. Pengembangan Kreativitas Anak Usia 5-6 Tahun Melalui Media Gerabah. *Abata : Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 2021: 1-15. <https://doi.org/10.32665/abata.v1i1.237>
- Wahyudi, N. G., Anitah, S., & Akhyar, M. Pengembangan Multimedia Pembelajaran Berbasis Adobe Flash pada Mata Pelajaran PAI Kelas V di SDIT Al-Hasna Klaten. *Teknodika*, 14(1), 2016: 10. <https://doi.org/10.20961/teknodika.v14i1.34695>
- Nurmadiyah. "Media Pendidikan", *Jurnal Al-Afkar*, Vol. V, No. 1 April 2016.
- Daarajat, Zakiah. *Metode Khusus Pengajaran Agama Islam*. Jakarta: Bumi Aksara, 1995.
- Arsyad, Azhar. *Media Pembelajaran*. Jakarta: PT. Rajagrafindo Persada, 2006.
- Amir, Abyan. 2007. *Materi Pokok Perencanaan dan Pengelolaan Pembelajaran Pendidikan Agama Islam*. Jakarta: Direktorat Jenderal Pembinaan Kelembagaan Agama Islam dan Universitas Terbuka.
- Pito, Abdul Haris. "Media Pembelajaran dalam Perspektif Al-Qur'an". *Andragogi Jurnal Diklat Teknis*, Vol. VI, No. 2, Juli-Desember 2018.
- Ulfa & Winarti. Pengembangan Kreativitas Anak Usia 5-6 Tahun Melalui Media Gerabah. (*Abata : Jurnal Pendidikan Islam Anak Usia Dini*, 2021) 1(1), 1-15. <https://doi.org/10.32665/abata.v1i1.237>
- Gui, Marco, Gerosa, Tiziano, dkk. " Mobile Media Education as a Tool to Reduce Problematic Smartphone Use: Result of a Randomised Impact Evaluations," *Computer and Education* 194 (2023), DOI: <https://doi.org/10.1016/j.compedu.2022.104705>.
- Al-Zaman, Md. Sayeed. "Social mediatization of religion: Islamic videos on YouTube," *Heliyon*, 8 (2022). DOI: <https://doi.org/10.1016/j.heliyon.2022.e09083>.

