

## Islamic Religious Education Learning Media In The Empowered Kurikulum To Form Akhlakul Karimah At Smpn 3 Sumberjaya

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### ABSTRACT

**Background.** In the era of the independent learning curriculum, the use of appropriate learning media is very important in supporting an effective learning process, especially for Islamic Religious Education (PAI) and Budi Pekerti subjects. This research was conducted at State Junior High School 3 Sumberjaya, which previously faced problems such as student indiscipline, cheating, lack of respect for teachers, and low student interest in joining school organizations.

**Purpose.** This research aims to identify appropriate learning media for PAI and Budi Pekerti in the independent learning curriculum, analyze the obstacles in its implementation, and find solutions to overcome these obstacles.

**Method.** The research used is observation, interview, documentation and qualitative research type with descriptive approach. The results of data analysis in this study use the data collection stage, reduction stage, presentation stage, verification stage and conclusion drawing.

**Results.** The results revealed that audiovisual, visual, and audio learning media are effective types of media in learning PAI and Budi Pekerti in the independent learning curriculum. The obstacles faced include the lack of teacher insight in using learning media, limited economic resources, and lack of student cooperation. Proposed solutions include teacher training on making practical, economical, and creative learning media, and collaboration with parents.

**Conclusion.** The appropriate learning media in the independent curriculum for learning PAI and Budi Pekerti are audiovisual, visual, and audio media. To overcome this, teachers need to attend training and collaborate with parents in developing and using learning media effectively.

### KEYWORDS

Akhlakul karimah, Independent Curriculum, Media

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## INTRODUCTION

Education plays an important role in shaping students' character and morals because it is influenced by various environmental factors. The environment not only refers to the natural surroundings, but also includes educational, community and social environments. Each environment has its own impact, in the world of education, students gain knowledge from educational institutions. In the community, they gain knowledge that is not taught at school. While in the social environment, individuals can interact with fellow individuals, groups and the wider community (Cahyani, 2021).



Islamic religious education has become the most important part of the national education curriculum from primary to tertiary levels, the impact has not fully met expectations. That is, not all students show or have good behavior or morals as a whole. This indicates that the effectiveness of education in schools in building national character and fostering student morals is still not optimal (Hakim & Muhammad, 2023). The development of student morals is a crucial aspect in the effort to create a young generation with noble character.

State Junior High School 3 Sumberjaya found how with the new curriculum, namely the independent learning curriculum to create *akhlakul karimah* in every student at State Junior High School 3 Sumberjaya. Previously, in the last school year before the author researched at the State Junior High School 3 Sumberjaya, this school was still using the 2013 curriculum where students were still presented with a lot of material and had to be memorized and required face-to-face learning in each lesson (Akhyar dkk., 2023).

To achieve the perfect goal, every educational institution, especially a teacher, must have ways and strategies to achieve maximum results for their students because education is a place to form mature physical and spiritual, for example morals. In the context of learning, media is a tool that mediates between teachers and students, ensuring a smooth learning process and understanding of the material by students (Akbar & Farikhin, 2020). The importance of media in supporting the learning process is very large, because it can complement and improve the efficiency of learning so as to achieve the desired goals. Teachers must be active in developing various types of media that are attractive to students in order to improve the quality and quality of learning.

According to Hamdan Husein Batubara, M..Pd.I. The term “learning media” consists of two words, namely “media” and “learning”. Etymologically, the word “media” comes from Latin, *medius*, which means intermediary. In English, “media” is the plural form of the word “medium”, which refers to a tool or channel of communication. On the other hand, in Arabic, the synonym of the word “media” is “*wasail*”, which means means means or way. The learning process now involves more than just listening to the teacher explain the material (Batubara, 2020). It covers all aspects of learning, including cognitive, affective and psychomotor, as well as the character building of courageous, independent, intelligent and competent learners. One of the keys to successful implementation of the new curriculum is the use of appropriate learning media. The expected media is able to attract attention so that students can be actively involved in the learning process. Effective use of media has a major impact on success in the teaching and learning process.

## RESEARCH METHODOLOGY

This research uses qualitative research procedures that produce data in the form of written or spoken words that are observed. Qualitative research is a research method based on the philosophy of postpositivism. This method is used to study natural object conditions, where the researcher acts as the main instrument. Information collection is done selectively (purpose) and through networks (snowball). this research uses a descriptive approach that describes or explains an event or series of events and a series of events that are linked chronologically (Abdussamad & Sik, 2021). The data and data sources of this research are quite a lot, which include the research site itself and also several references including from related educational institutions, books, scientific journals, theses, or many others such as previous studies, and they all become references for this research.

## RESULT AND DISCUSSION

Learning media in Islamic Religious Education can be divided into two types, namely media are objects and media are not objects. Object media includes visual media, audio media, still image projection media, and motion projection media. While the media is not objects include exemplary, commands / prohibitions, and rewards / punishments (Akhyar dkk., 2023). In principle, the use of all types of learning media has the same purpose, which is to complement each other to increase the effectiveness of learning. PAI teachers should pay attention to several principles in using learning media. This is important so that the material can be well understood by students. Media selection in the context of Islamic education should consider several factors including. Learning Objectives, Media Effectiveness, Student Needs, Time Allocation. By paying attention to these principles, teachers can choose and use learning media effectively in delivering Islamic religious education material to students (Sa'idi & Jinan, 2022).

Media plays an important role in the teaching and learning process. The presence of media has a significant meaning because it can help explain material that may be difficult to understand verbally. In these activities, the clarity of the material presented can be improved by using media as an intermediary. The complexity of the material to be conveyed to students can be simplified with the help of media (Arlina dkk., 2023). Media functions for instructional purposes, where the information contained in the media must involve students in real activities so that it can be understood easily. Thus, media is a very important tool in supporting the learning process. Learning materials need to be planned more systematically and pay attention to psychological principles to develop more effective instructions. In addition to being interesting, learning media must also be able to provide a pleasant experience and meet the needs of students. Therefore, the media that is suitable for use in learning Islamic Religious Education in the Merdeka Belajar Curriculum is media that combines visual, audiovisual, and audio elements (Sihombing, 2021). Thus, the use of this media will be more easily understood and enjoyed by both teachers and students.

Audiovisual learning media is a type of media that includes not only sound elements, but also images that can be seen, such as video recordings, various types of films, sound slides, and others. This media provides a comprehensive learning experience and is easily understood by students because they can see and listen to information simultaneously. An example of audiovisual media is learning videos. Video is a combination of moving images with sound that forms a storyline, with messages conveyed to achieve learning objectives. The use of video media allows the delivery of teaching materials from learning resources to students to be easier because they can see, hear. An example of the use of audiovisual media in learning is to provide teaching using projector media to display videos related to learning materials, and provide explanations about the contents of the video (Faishol dkk., 2022). For example, in a lesson on the History of the Prophets and Messengers, the teacher can play a movie about the malin kundang incident to help students understand the real sacrifice of parents, especially mothers and the importance of glorifying and respecting both parents. The use of this media makes it easier for students to understand the learning material delivered by the teacher.

Visual learning media is a type of media that only relies on the sense of sight without sound. Its use mainly involves the visualization process. Visual-based media displays the main elements of real form, texture, and color in its presentation. An attractive visual media presentation can help facilitate student understanding of learning materials. Visual media can come in two forms: first, static visual media such as pictures, writings, paintings, sculptures, slides, and various printed objects: second, dynamic visual media featuring moving images or symbols or props. Visual-based learning media is anything that is used to convey messages through the sense of sight, creating a

conducive learning environment that encourages students to learn effectively and efficiently. By using visual media, students' memory and understanding of learning materials can be strengthened because visual media connects learning materials with real-world experiences (Erisa dkk., 2023). An example of using visual media is by providing learning modules or books that are interesting to students. The Ministry of Education and Culture needs to strive to present books that are more interesting, less text-heavy, and contain more interesting illustrations with relevant and heartfelt themes. Thus, learning materials will be easier for teachers to deliver and easier for students to understand.

Audio media is a way to transmit messages using sound symbols, both verbal (in the form of words or spoken language) and nonverbal. Thus, it can be concluded that audio media is one form of non-print intermediary that can be used by teachers to convey messages to students. The message can be conveyed by playing or listening directly, so that students can gain an understanding of certain competencies in learning activities (Arikarani, 2024). Examples of using audio media in learning: First, teaching literary music (rhyme recitation): A teacher records a voice while reading a rhyme with proper intonation and expressiveness. The recording is then played in class to help students understand the rhyme better. By listening to the audio recitation of the rhyme, students can better feel the emotions and nuances contained in the rhyme, thus improving their literary understanding. Second, foreign language teaching using the listening method: The teacher uses recordings of conversations in a foreign language and asks students to listen to them (Maghfiroh dkk., 2023). The goal is for students to focus and concentrate on the pronunciation and vocabulary in the language. Through listening to these audio materials, students can improve their ability to follow the teacher's instructions well, while stimulating their imagination. In addition, the use of audio media also helps in presenting messages more dramatically, thus training students' analytical skills in understanding foreign languages.

To optimally utilize learning media, teachers need to have a deep understanding of the types of media needed by students by attending special training on the use of learning media. The education office should also provide supportive facilities to develop learning media, as well as organize training for teachers regarding the use of learning media in accordance with the times.

Constraints in implementing learning media at SMPN 3 Sumberjaya The lack of insight and knowledge of teachers about technology is one of the obstacles. To overcome this problem, training is provided to teachers regarding the use of learning media in accordance with the needs of the current era. The training can include the use of computers and various other media that support the teaching process. With this training, it is expected that teachers can improve their technology skills and effectively integrate technology in the learning process, so as to provide a better learning experience for students.

Learning media training is currently very important to cover the learning lag that may vary in the achievement of student competencies. With good quality as an educator, students will be more cooperative in participating in learning, even when learning is delivered through any media. Support from parents is also key to success in the application of learning media. Concretely, parents can be friends and companions for their children, understanding the competencies that children need to achieve at each stage of development. In addition, parents can also learn the learning media used by teachers to support the learning process at home (Hafizah, 2023). Thus, collaboration between teachers, students and parents can create a holistic learning environment that supports optimal student development.

## CONCLUSION

From the previous description, it can be concluded. First, the media in learning Islamic Religious Education (PAI) is indeed diverse, but there are several types of media that are more easily understood by both teachers and students. Second, the obstacles faced include the lack of teacher insight in using learning media, limited economic resources in the use of learning media, and the lack of student cooperation in accepting various types of learning media. Third, the solution that can be done is that PAI and Budi Pekerti educators need to take part in training related to making learning media that is practical, economical, and creative. In addition, teachers also need to collaborate with parents to ensure the smoothness of making learning media.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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