

OPTIMIZATION OF INTERACTIVE LEARNING MEDIA USAGE IN MADRASAH

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Abstract

Students should be motivated to actively participate in the learning process and be given many opportunities for initiative, creativity, and independence based on their interests and talents. The learning process should be dynamic, motivating, enjoyable, and challenging. An educational strategy known as interactive learning media blends technology with engaged student participation. It involves the use of various tools and platforms such as educational software, apps, learning videos, educational games, and online learning platforms. With this media, students at madrasas can actively participate in their learning, explore information, and collaborate with peers. The research was carried out using the literature study method. A literature review was used to collect data and information related to optimizing the use of interactive learning media in madrasas. This research discusses the definition, model, advantages and disadvantages, influence or impact of using interactive learning media in madrasas.

Keywords: optimization, interactive learning media, madrasah

INTRODUCTION

A lot of people, including both policy holders and consumers, are constantly thinking about education. Science and technology development standards will continue to shape education as a challenge both now and in the future. "Educational process is the process of developing student's potential until they become the heirs and the developers of the nation's culture," as Bal & Bicen (2017) also stress. As a result, Na (2015) claimed that social engineering

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includes education. Through community, education can be formed and directed towards certain goals. The nation's problems are increasingly becoming more complicated with the existence of various multi-dimensional crises coupled with the influence of the flow of information giving rise to various forms of behavior in society, especially for students. Technological development is something that we cannot avoid in this life. So families must play an active role in educating their children from an early age and strengthening the foundation of good character.

Students should be motivated to actively participate in the learning process and be given many opportunities for initiative, creativity, and independence based on their interests and talents. The learning process should be dynamic, motivating, enjoyable, and challenging. In order to provide a suitable learning environment for students, a number of stakeholders must be involved in the process, which is balanced by technological advancements. The process of directing behaviors toward goals through produced experiences is the essence of learning (Nicolaou, 2021).

Technological developments greatly influence the development of the learning process, especially in delivery systems through the use of various new generation media. Technology support enables authentic learning activities. Even though it is mediated using technology (Rustamova, 2020). Technology can facilitate the learning process if educators have a knowledge package in technology integration. The concept of technology in learning technology needs to be understood by teachers, education students, education staff, media designers and education practitioners in order to make efforts to solve technology (pedagogical decisions).

The development of information technology in this century has experienced increasingly rapid development, manifested in the form of computers and gadgets which can then make it easier to communicate with individuals both regionally and multi-regionally, all of which can be easily accessed just by relying on information and communication technology. The development of technology and information is of great interest to the world community because it has many benefits in helping with life matters. The development of technology and information and communication has massively reached the educational environment. So that educators can easily create interesting and entertaining learning so as not to create a monotonous atmosphere in learning. So that the learning process created is interesting, one of the things educators must do now is try to develop and utilize interesting learning media in the learning process. The media that must be used in

accordance with advances in educational technology and learning technology requires the use of various learning media and increasingly sophisticated equipment (Shilpa, 2014).

Siskandar's research (2020) states that as progress in the field of technology increases, teachers are required to develop various kinds of learning media. Technological developments are important for education. It cannot be denied that every line of human life uses technology to make their work easier. Gradually the education sector has begun to overhaul old systems into digitalization. This is not without technology because everyone uses technology. This article contains relevant facts for using technology-based learning media so that they can be used in the learning process in conventional classes that still use traditional learning media. Creating technology-based learning media can help students achieve focus in carrying out teaching and learning activities, and can also achieve maximum results in accordance with the learning objectives at the madrasah.

The educational revolution of the 21st century is a variety of learning media that can help teachers transform with technology in accordance with the era and advances of the times which can help increase creativity and make learning in madrasahs more interesting and education has experienced a major transformation in the last few decades, especially thanks to advances in technology. One aspect that plays a very important role in this transformation is interactive learning media. Interactive learning media opens the door to a more interesting, effective and relevant learning experience for students in this digital era (Westera, 2015).

One-way, two-way, and multi-way communication between teachers and students all take place during the interactive learning process (Winarto et al., 2020). Students respond to the learning materials that the teacher presents to them. Particularly at madrasahs, interactive learning is a powerful tool for encouraging pupils to want to learn all the time. Students must participate actively in this learning process and react to the information that the teacher presents. Students can respond to each other's interactions through the media that is employed. Teachers utilize interactive learning resources with the goal of empowering students to actively learn (Herdini et al, 2018).

RESEARCH METHOD

The type of research used is qualitative research using a literature study approach. Literature study is a data collection method that is carried out by searching for information through books, journals, scientific works,

encyclopedias, the internet, publications from agencies, and other sources related to optimizing interactive media in madrasas. The researcher identifies the issue to be studied then looks for reading materials in journals or books that contain discussions and theories about the topic to be researched. This research aims to find out how interactive learning media is used in madrasas.

RESULT AND DISCUSSION

Definition of Interactive Learning Media and Madrasas

As time progresses, learning media has utilized information and communication technology. For example, the development of printed learning media, namely e-books. Then, developments in audio-visual learning media such as podcasts, learning videos, macromedia, and PowerPoint (Abdullah et al, 2022). In the development of interactive learning media that utilizes the internet network, namely online learning media applications such as e-learning, Google Classroom, Edmodo, Quizizz, online educational games (such as Kahoot), to online video conferencing/meeting such as Google Meet and Zoom Meeting. The sophistication of communication technology has become an effective learning medium in delivering material, assignments, semester exams and completing final assignments.

Designing online learning media is a big challenge for teachers in creating interesting, memorable and useful learning for students. Online learning media is a form of learning media that uses internet facilities so that students and teachers can communicate with each other online. This also agrees with Mudinillah (2019) that online learning media is an electronic-based learning media that provides many benefits, especially in the online or distance learning process.

The use of interactive learning media really helps learning activities to be effective, achieve goals and be efficient in time, energy and costs. According to Kustyarini et al (2020) the advantages of online learning media are 1) it increases learning interactions between teachers and students, 2) it can be accessed anywhere and at any time, 3) it has a wider reach, and (4) it makes it easier to store and improve material learning if there are mistakes.

According to Pulungan (2021), in designing effective learning media, there are 6 things that must be considered or often called ASSURE, namely Analyze Learner Characteristics (knowing students' needs and characteristics), State Objectives Select (formulating the purpose of using learning media), Modify or Design Materials (selecting, changing and designing materials in learning media), Utilize Materials (learning media must contain material that

students will learn), Require Learner Response (involving students in learning activities), and Evaluate (evaluating learning media by selecting appropriate learning media with the material to be delivered, how to use it, the purpose of using learning media and the teacher's ability to use the learning media).

Interactive learning media is a learning approach that combines technology with active student interaction in the learning process. It involves the use of various tools and platforms such as educational software, apps, learning videos, educational games, and online learning platforms. With this media, students can actively participate in their learning, explore information, and collaborate with peers (Syofiarti et al, 2022).

There are two types of interactive learning media, namely visual and audio visual. Visual media consists of images, posters and animation, while audio-visual media is video which can be animated or real. There are many interactive learning media that can be used both online and offline. Online learning media applications are Google Classroom, Schoology, Google Meet, and many more. Meanwhile, offline media is media that we create ourselves through platforms on laptops and cellphones. With this interactive learning media, it is hoped that the quality of learning will improve, especially during this pandemic, which means activities are almost entirely online (Liliana et al, 2020).

The benefits of interactive learning media or interactive media functions are as follows:

1. The learning material presented is very interesting and not boring
2. More interactive compared to other learning methods
3. Save time in teaching
4. The learning and teaching process can be done anytime and anywhere
5. Student focus in learning can be improved

Madrasah is a term that comes from Arabic which literally means a place of learning or a place to give lessons. In Islamic history, madrasas are higher education institutions that teach Islamic sciences, such as fiqh, tafsir, hadith, kalam, Sufism, and so on (Assouik, 2019).

A madrasah is a location or means of allowing kids to engage with the educational process (Moosa, 2015). In other words, youngsters go through a directed, guided, and controlled learning process in the madrasah. Thus, technically a madrasah describes a formal learning process that is no different from a school. Only in the cultural sphere, madrasas have specific connotations. Children study all about the nuances of religion in this institution. Therefore, a religious school is best known as a madrasah when used in this sense. A

madrasah can also be thought of as a formal educational setting, a school that teaches both general and religious knowledge. In contrast to Islamic boarding schools, madrasahs do not require their students to reside in dorms. Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), and Al-Jami'ah (University/UIN) are the levels of this madrasah. Madrasahs are a real form of Muslim commitment in the field of education. Madrasahs have now been recognized and are on a par with other formal schools.

Thus, the definition of a madrasa is an educational institution in which the educational process takes place. In another sense, a madrasa is a place or place to learn Islamic sciences and other skills that developed at that time (Pedersen et al, 2019).

Model of Using Interactive Learning Media in Madrasahs

In this digital era, using technology as a learning medium has become a necessity. Interactive learning media allows teachers to create more interactive and interesting learning, and makes it easier for teachers to clarify the message or information they want to convey so that students' understanding of a lesson can improve.

However, in its application, interactive learning media cannot be determined haphazardly or according to the wishes of teachers and students. The choice of learning media must be adjusted to the nature of the assignment, learning objectives, and the student's educational level. As previously explained, the selection of interactive learning media should be adjusted to the nature of the assignment, learning objectives, and the level of education being pursued by the student. There are various types of interactive learning media that teachers can choose (Rini, 2018).

Currently, there are many platforms that will help teachers create digital-based media. Not only that, learning media creation software and interactive learning media applications are now very easy to find along with video tutorials on how to create multimedia-based and interactive learning media, of course (Fauzan & Arifin, 2019). Examples of interactive learning media that are popular today are interactive multimedia such as learning videos, digital games, digital books, power points and so on. The following is an example of an interactive multimedia application that can be tried to develop digital-based learning multimedia in madrasahs.

1. Canva App

The Canva application is a graphic or visual processing application that is quite popular at the moment. This Canva application is a cloud-based

graphics processing application so Smart Teachers must be connected to the internet if they want to use it. To generate educational materials, including infographics, workbooks, posters, brochures, PowerPoint templates, YouTube thumbnails, and more, astute educators utilize the Canva software. One benefit of the Canva app is that it offers templates categorized according to specific criteria. Social media, presentations, documents, personal, education, marketing, events, and advertising are the seven areas. Instructors only need to decide which template, taking into account the content and characteristics of the students, will work best for the instructional materials they wish to produce. It's incredibly simple to use this interactive learning media application. Teachers can access this application using a cellphone or computer. Teachers can produce interactive media anywhere, at any time.

2. Powtoon App

This Powtoon app is an animated video and interactive presentation tool. Educators can create educational materials like animated films, infographics that move, slideshows, and more using the Powtoon app. In the present distant learning mode, teachers can transcend the restrictions of geography, time, and senses by using the Powtoon application to assist students understand subject concepts more effectively. The Powtoon program has a number of features and templates that assist Smart Teachers in creating educational materials. With this application you can add characters, text effects, animation, links, backgrounds, and others. This multimedia learning application allows teachers to move characters and text as needed by simply selecting the available effects and poses. Teachers can even upload the resulting interactive media to their YouTube account or other social media such as Facebook. The learning media that Guru Pintar creates in the Powtoon application can be saved in several formats such as MP4, PDF and PPT.

3. Prezi App

Another application for creating interactive learning media is Prezi. The Prezi application or software, which has several similarities with the PowerPoint or Google Slides applications, can be used by teachers to create and manage presentations online. Prezi has a main feature which is Zooming User Interface (ZUI). This allows teachers to zoom in and out on presentation media flexibly and dynamically. Smart Teachers can also choose the appearance of the presentation display in linear mode, namely a

presentation that has the characteristics of sequential slides. The Prezi application can be used both online and offline.

4. Kinemaster application

This free learning video making application is very popular nowadays. So not only YouTubers or video editors use this application. Many teachers use the Kinemaster application to make learning videos. Teachers can download this free application on playstore. If you can't operate it, teachers can learn how to use it through tutorials that are widely circulating on YouTube. There are free and paid menus in this Kinemaster application. If you want to get maximum results in making learning videos, teachers can purchase additional menus available, such as adding cartoon characters, video effects, transitions, overlays, types of text and audio.

5. Assemblr Edu App

An example of an interactive multimedia application for creating learning media is Assemblr Edu. Assemblr EDU is a platform that allows Smart Teachers should use 3D and AR (Augmented Reality) modes to create more engaging, cooperative, and enjoyable learning activities. This software has the following features: upload files, take notes, share images, and create 3D and AR projects in the classroom. How to create interesting learning media with Assemblr Edu is quite easy (Kaso & Ilham, 2020).

According to Hidayat & Firmantika (2020) there are interactive learning media models, namely:

1. Model Drill

The Drills Model is a type of Computer-Based Interactive Learning Model (CBI) that attempts to provide students a more hands-on learning experience by giving them practice questions. The application uses the students' completion time to gauge how well the students are performing.

2. Tutorial Model

Utilizing software in the form of a computer application that contains lesson content, the tutorial model is an interactive learning program used in PBM.

3. Simulation Method

The simulation model is essentially an educational technique designed to provide experiences that are more tangible by simulating real-world scenarios in a safe and controlled environment.

Advantages and Disadvantages of Using Interactive Learning Media in Madrasas

The urgency of using interactive learning media in this era is based on a number of research results which show that the use of interactive multimedia has a positive impact on learning activities in madrasas. As one of them, research by Ulya et al (2022) shows that memory for people who read alone is as low as 1%. This memory can be increased by up to 25% -30% with the help of other learning tools such as TV. Learning methods can be more interesting and provide stimulation. Using 3D can increase memory by as much as 60%. Multimedia also has the ability to display 3D concepts attractively, so that the learning curriculum can be designed systematically, communicatively and interactively throughout the learning process¹⁶. According to Anggraeni, R., & Maryanti, R. (2021), the advantages of interactive learning media are that it is able to create meaningful learning for students, high interactivity and adaptivity in developing teaching materials will support the creation of meaningful learning. Interactivity is important in online learning because the interface interaction in online learning is with the computer which is used to access the content of the lesson material and to interact with other people. Meanwhile, adaptivity adapts to the user and the characteristics of the environment. The other advantages of learning media expressed by Arqam, M. L. (2019) are as follows:

1. There is more innovation and interaction in the educational system.
2. Teachers will always need to be inventive and imaginative in their search for breakthroughs in the classroom.
3. Capable of fusing text, graphics, music, audio, and videos with animation to create a single entity that aids in achieving learning goals.
4. Throughout the learning process, motivate students more and more until the targeted learning objectives are met.
5. Capable of visualizing content that has proven challenging to comprehend even with traditional explanations or instructional tools.
6. Teach pupils to become more self-reliant in their learning.

Meanwhile, the shortcomings of interactive learning media are related to philosophy, including problems originating from the objectivist view and problems originating from the constructivist view and developing interactive multimedia programs requires a professional development team and requires a long time to develop.

Influence or Impact of Using Interactive Learning Media in Madrasas

Based on a review of literature studies regarding the influence of the use of interactive learning media in madrasas, it was found that:

1. Interactive learning media can provide an attraction for students with different learning style characteristics, because in interactive learning media there are animations such as images, audio, text and video
2. Since interactive learning materials can enhance students' learning results, using them as a substitute for traditional classroom instruction might be beneficial.
3. Students who learn best visually are most suited to use interactive media. Students that learn best visually receive the greatest ratings for their learning outcomes since interactive media mostly consists of text and image-based teaching resources, which facilitate students' comprehension of the subject matter (Velayati, M. A., & Djalal, I. 2022)

The use of interactive learning models can have a learning influence on students. The research results show that the interactive model can create learning that carries out communication between students and students. This will subconsciously increase students' enthusiasm for learning and also encourage students' motivation to become interested in subjects, especially at madrasas. The influence in good terms is creating good motivation for the teaching material as well as enthusiasm, motivation and student interaction in the classroom.

The use of interactive learning media has opened a new chapter in increasing student engagement in the classroom. Student engagement is no longer just a theoretical concept; rather, it has become a fundamental reality in the teaching and learning process. By presenting learning material in an engaging format that invites interaction, this media creates a dynamic and challenging learning environment. It is important to understand that student engagement is not just limited to their physical response to the material, but also includes emotional and cognitive dimensions. Interactive learning media designs learning experiences that not only trigger physical responses, but also create an atmosphere that arouses students' interest and intrinsic motivation. Innovative forms of presentation, such as realistic simulations, educational games, and interactive videos, give students the opportunity to interact with course material directly, creating unforgettable learning experiences (Ulya et al, 2022).

In an interactive learning atmosphere, students are no longer passive spectators. They are empowered to explore complex concepts, ask questions, and even design solutions to specific problems. This creates deep intrinsic motivation, where students feel they have an active role in their learning journey. Along with this, emotional engagement also grows, as students feel the relevance of the material to their daily lives, creating a strong bond between learning and real life. In addition, interactive learning media can adapt to individual learning styles. Each student has unique learning preferences, and this media is able to present information in a variety of formats to meet those needs. More visual students can take advantage of graphic and video elements, while auditory students can listen to narration or audio explanations. This not only increases student engagement but also enriches their learning experience (Herdini et al, 2018).

In other words, increased student engagement through interactive learning media is not just an indicator of the success of a method, but is the foundation of meaningful learning. Increased intrinsic motivation, active participation, and student empowerment form the basis for creating an inspiring and memorable learning environment. So, in this era of educational transformation, interactive learning media is the main driver towards an education that is more adaptive, interesting and appropriate to the unique needs of each student.

Teachers may now more successfully and instantly track the progress of their students' learning thanks to the use of interactive learning materials. This is a change in the way teachers participate in the learning process rather than just passive data collecting, which will have a major positive effect on students' growth.

CONCLUSION

An educational strategy known as interactive learning media blends technology with engaged student participation. It involves the use of various tools and platforms such as educational software, apps, learning videos, educational games, and online learning platforms. With this media, students at madrasas can actively participate in their learning, explore information, and collaborate with peers.

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