

Al-Aijaz Research Journal of Islamic Studies & Humanities

(Bi-Annual) Trilingual: Urdu, Arabic and English
ISSN: 2707-1200 (Print) 2707-1219 (Electronic)

Home Page: <http://www.arjish.com>

Approved by HEC in "Y" Category

Indexed with: IRI (AIU), Australian Islamic Library, ARI, ISI, SIS, Euro pub.

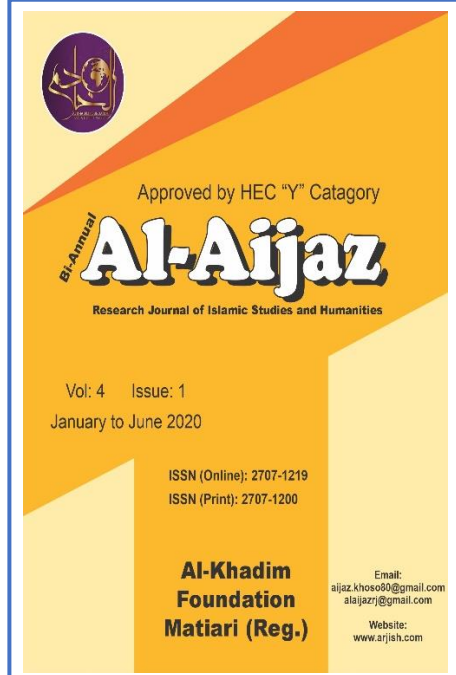
Published by the Al-Khadim Foundation which is a registered organization under the Societies Registration ACT.XXI of 1860 of Pakistan

Website: www.arjish.com

Copyright Al Khadim Foundation All Rights Reserved © 2020

This work is licensed under a

[Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)



TOPIC:

A study on Educating through Media in Islamic Education Perspective in Higher Education in Pakistan

AUTHORS:

1. Muhammad Shahzad, Assistant Professor, Department of Media Studies, IUB.
Email: drmshahzad@iub.edu.pk
2. Muhammad Asif Nadeem, Assistant Professor, Department of Education, IUB.
Email: asif.nadeem@ib.edu.pk
3. Haseeb Waraich, Assistant Professor, Department of Arts & Media, Foundation University, Islamabad. Email: haseebwaraich79@gmail.com

How to cite:

Shahzad, M., Nadeem, M. A. ., & Waraich, H. . (2020). E-10 A study on Educating through Media in Islamic Education Perspective in Higher Education in Pakistan. Al-Aijaz Research Journal of Islamic Studies & Humanities, 4(1), 105-120.

<https://doi.org/10.53575/E10.v4.01.105-120>

URL: <http://www.arjish.com/index.php/arjish/article/view/143>

Vol: 4, No. 1 | January to June 2020 | Page: 105-120

Published online: 2020-06-30

QR Code



A study on Educating through Media in Islamic Education Perspective in Higher Education in Pakistan

Muhammad Shahzad*

Muhammad Asif Nadeem**

Haseeb Waraich***

Abstract

Advances in science and technology are motivating the teachers to use technology in the teaching process. Teaching through media technology seemed to enhance capabilities among learners. The educational media used should be adapted to the development and demands of the times. Using the right educational media in the process of learning to teach will make it easier to attain learning goals. The purpose of this article is to describe modern educational media used in this technological age and compare it with those that were used in Islamic education system since the initial days of spread of religion Islam. The research method used in this discussion is descriptive. The result attained from this discussion seemed to identify that in the early days of the spread of Islam, the educational media was used for the enhancement of teaching and teaching process and these technological medias were used by the Messenger of Allah, the Holy Prophet Muhammad (ﷺ). The Holy Prophet Muhammad (ﷺ) used media while teaching the knowledge and rules of Islamic religion to the holy companions (صحابه رضوان الله عليهم). In addition, in the hadith (حديث مبارك) there are several terms used to indicate the use of educational media in learning, such as pictures, gravel, and fingers hands. The conclusion of this article is that the educational media seemed to influence learning aptitude of the learners. The use of media technology appeared to be inevitable for complete and accurate learning process. Media is an impactful and credible learning source of information to get the end result in the learning process.

Keyword: media, education, Islam,

Introduction

Learning is a complex process that involves a person's physical and mental life. The learning process occurs because of the interaction between the individual and the environment. Therefore, learning can happen anytime and anywhere. One of the signs that a person is said to have experienced the process of learning is a change in behavior that involves a change in his level of knowledge, skills, and attitude. Interactions that occur during the learning process are influenced by the environment, which includes students, teachers, library staff, principals, materials or materials (books, modules, magazines, video or audio recordings, etc.) and various learning resources and facilities (overhead projectors, radios, televisions, computers, libraries, etc.).

In the process of learning to teach, the presence of media has a very important meaning.

* Assistant Professor, Department of Media Studies, IUB.

Email: drmshahzad@iub.edu.pk

** Assistant Professor, Department of Education, IUB.

Email: asif.nadeem@ib.edu.pk

*** Assistant Professor, Department of Arts & Media, Foundation University, Islamabad.

Email: haseebwaraich79@gmail.com

They mean a lot as in these activities, the misunderstanding of the material presented can be helped by presenting the media as an intermediary. Although the initial purpose of the study was good, but without the proper media support, it is very difficult to achieve it well.

A medium of learning will affect the complete and exact information of a goal, and affect the end result of the learning process. However, there is still a great deal to be found in the educational activities that do not care about the existence of such media.

It has been proven that many cases of educators who do not use the media according to the materials taught seemed to be less impactful in the class. The present study focuses on the difficulties faced by the learners in absorbing and understanding the lessons delivered in Islamic Studies. The educators teaching Islamic studies found it difficult to deliver the lesson as they do not use media in their lectures. Majority of the learners are bored of Islamic religious education deliverance of lessons. This can be identified as a problem with the lack of understanding of educators in the application of media in the learning process.

On the other hand, advances in science and technology are driving innovation efforts in utilizing technology outcomes in the teaching process. So educators are asked to be able to use different types of educational media. Besides, educator is also required to develop the skill of making educational media that they will use when they are not available. For that reason educators need to have sufficient knowledge and understanding of educational media.

Teaching learning activities have been known since the time of Prophet Muhammad (ﷺ) S.A.W. thus educational media as a means of presenting material has been used by Prophet Muhammad (ﷺ) S.A.W. in the teachings of Islam to his *holy companions* (صحابه رضوان الله عليهم). Based on the above exposure, it can be said that the media is one component of the learning process that is related and interrelated with the other learning components and used in the framework of achieving Islamic educational goals. This article will discuss education media in the perspective of Islamic education. In order for the discussion in this paper to be directed then the following objectives are taken for the consideration:

Objectives of the study

The study was conducted to achieve following objectives that were to:

1. Understand usability of educational media in developing capacity of learners.
2. Review the basics of thinking in the use of educational media.
3. Assess educational media in the perspective of the Qur'an and Al-hadith.
4. Evaluate the benefits of educational media in the teaching learning process.

Research Method

The data collection techniques used by the researchers are documentation. Documentation as a data collection technique is any written statement prepared by an individual or agency for the purpose of testing events or presenting accounting. Use¹ of documentation collection

techniques is intended to collect data by viewing or recording already available and viewed report of the official documents such as monographs, notes and existing books.

Data Collection and Analysis of Data

The sources of data for the authors are: the Qur'an, the Hadith, educational / learning media reference books, and research results from other researchers. While the data analysis used is qualitative data analysis. Qualitative data analysis by Bogdan and Biklen as cited by Moleong (2013), is an effort made by working with data, organizing data, breaking it down into manageable units, synthesizing it, finding and finding patterns, finding what's important and learning, and deciding what to tell other people.² The author uses qualitative data analysis techniques with the aim of describing tradition and interpreting its phenomena that occur in the use of educational media as one of the components of the implementation of the Islamic education system in its early stages.

Review of the Related Literature:

The learning process is a system called the learning system. The learning system is made up of several components that interact with one another to achieve a predetermined learning goal. Some of the components of the learning system as conveyed by³ Oemar Hamalik (2001) include: Education and teaching objectives, Learners or students, Teacher-specific education, Teaching planning as a curriculum segments, Learning strategies, Teaching media, and Teaching evaluation¹. Vienna Sanjaya advocates that the learning process is made up of several components of each other's interaction. These components are the objectives, lesson materials, learning methods or strategies,⁴ media and evaluation.

Based on the description above, it is clear that education or learning media is one component of the learning system that interacts with other components of the process of learning so that the goal of education or learning can be achieved effectively and efficiently.

Results of Literature Review

1. Understanding Education Media

The word "media" comes from the Latin language and is a plural form of the word "medium," which is literally harfiyah has the meaning of "intermediary" or intro.⁵ According to the Association for Education and Communication Technology (AECT), media are all forms of programming for an information flow. And according to the Education Association, media is something that is manipulated, seen, heard, read or talked about with instruments that are used well in learning. Teaching, can affect effectiveness of instructional programs.⁶

In Arabic, media is the medium of communication (لِئاسُو) or the transmission of messages from sender to message recipient. In addition, media is a tool that can be used to convey messages from the sender (communicator) to the recipient (communicator) so as to stimulate the student's thoughts, feelings, attention and interest in the process of learning.⁷ According to Zakiah Daradjat (1995), education or learning media is something that can be scanned, especially visual and auditory, both inside and outside the classroom, which is used as a communication tool (communication medium) in the process of learning to teach teaching to improve the effectiveness of student learning.⁸ According to Asnawir and Basyiruddin Usman (2002), in his book entitled "Education Media" makes it clear that

media is something of a nature conveys messages and can stimulate the thoughts, feelings, and desires of the audience (students) so as to encourage the learning process in itself.⁹

Gerlach and Ely (1971), say that the media when it is broadly understood is the person, the material, or the event that creates the conditions in which the student is able to acquire knowledge, skills, or attitudes. More specifically, the meaning of the media teaching processes tend to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and reorganizing visual or verbal information.¹⁰

As for the word learning is having the root word "learn". Learning is a process of dispensation that has a very fundamental element in maintaining every kind of education. In addition, there are those who view learning as mere training as seen in reading and writing exercises.¹¹ Hintzman (1978), in his book *The Psychology of Learning and Memory*, in Yudhi Munadi, argues that "learning is a change in organism to experience which can affect the organism's behavior", a change that occurs in an organism, human or animal, due to experiences that may influence the behavior of the organism.¹²

The term educational media has broad and narrow meanings. As far as education media is concerned, it is the individual, material or event that provides the opportunity for students to earn knowledge, skills, and attitudes. In the narrow sense it may be said that it is Impersonal means used by teachers who play a role in the process of learning to achieve their goals.

The National Education Association (NEA), quite differently defined the term as; media is a form of communication both literal and audiovisual and equipment. Media should be manipulative, visible, audible and readable.¹³ The educational media somehow or the other gives the same definition and usage. It is apparent that they are similar to each other, in that the process of delivering messages or information is effective and efficient and is always remembered by learners. So, it is understandable that the medium of education is a tool or a means of mediation or communication tools to convey knowledge or information of various sources to the recipient of the message or information to achieve the purpose of learning.

2. Educational Media Usages:

The educational media has three roles, namely 1) the intentional role, 2) communicative role, and 3) role of memory / retention role.¹⁴ Yet another role of the educational media is to deliver a message in the learning process, to attract students, and to convey the message that they want to present in every subject. In the process of learning, teachers can create an engaging learning environment by utilizing creative, innovative and varied educational media, so learning can take place by optimizing the process and focusing on learning achievement.

In carrying out their duties as educators, teachers must be guided by steps that are based on religious teaching, as the Word of God S.W.T. (الله سبحانه و تعالى) in the Epistle to Verse 44 (آيت) states that

بالبينآت والزبر وانزلنا اليك الذكر لتبين للناس ما نزل اليهم ولعلهم يتفكرون

Chapter (16) sūrat l-naḥl (The Bees)

“He sent down the Qur’an (قرآن مجيد) so that you could explain to the people what was revealed to them and to think about it”.

Similarly, in the context of educational media, educators need to pay attention to the development of the religious life of their students, as this is the focus of the educational media. Without recognizing and understanding the child's development of mind or the level of thinking of the child, teachers will find it difficult to achieve success. As the word of Allah S.W.T. (الله سبحانه و تعالی) in the Verse 125 which says

ادع الى سبيل ربك بالحكمة والموعظة الحسنة وجادلهم بالتي هي احسن ان ربك هو اعلم بمن ضل عن سبيله وهو اعلم بالمهتدين

Chapter (16) sūrat l-naḥl (The Bees)

“(call upon) the people of your God with wisdom and good teaching, and pray for them in a good way well because your Lord knows better who is lost and who is getting guidance”.

In connection with the meaning of the verse above, in the Interpretation of Al-Quran Human Hidayah, it is stated:

- a. The way of your Lord; The straight one; it contains useful knowledge and good deeds.
- b. Wisdom; it means exactly the target; that is by positioning something in place. Included in wisdom is the preaching of knowledge, the preaching of the foremost, and the preaching of the mad state (people who are challenged), speak to their level of understanding and ability, preach in words that are easy to understand, preach with ease, and preach softly and smoothly.
- c. Good lessons; that is good advice and touching words. It also rules and prohibits with ترغيب (push) and تخوف (scare).
- d. Defend them in a good way; if the accused person thinks that what he holds is truth or is a call to falsehood, and then it is objectively denied; is ways that can make that person want to follow their reason. These include using the arguments that they believe, because they can be more objective, and avoid debates that lead to disputes and ridicule that can eliminate its purpose is not to benefit from it, but its purpose is to show people the truth, not to defeat it or to defeat it. Ibnul Qayyim Rahimahullah said, "Allah „Azza wa Jalla makes the level of (in) preaching according to the human level; for the welcoming, accepting and intelligent, in which he does not fight for the right (right) and rejects it, it is opposed by wisdom. For those who accept but have a delinquent and delayed attitude, it is opposed to the good advice, that is, to be ordered and prohibited with targhib (push) and tarhib (fear), while for those who reject and reject be debated in a good way."¹⁵

From the above interpretation it can be stated that the use of media in learning should consider aspects of the message delivered positively, and good language as a means of communicating, and even if it is argued that an educator should explain it in a logical language, so that learners can respond well. Thus, the media in the delivery of messages here is spoken language as the message conveyor. In more detail, the education media plays a very important role in improving the effectiveness of the teaching process as follows:

- a) Enhance learner learning experience
- b) Economically
- c) Increase learners' interest in learning
- d) Make learners more prepared to learn Involves many senses in the learning process
- f) Minimize the differences in perceptions between teachers and learners
- g) Increase the positive contribution of learners to learning experiences.
- h) Helps resolve personal differences between learners.

3. Media education in Perspective of Al-Qur'an and Al-hadith¹⁶

The education media covers two types: a. The work of educators (commonly called software or immaterial); including advice, examples, prohibitions, injunctions, commendations, rebukes, threats and punishments, and b. Objects as tools (they may be called hardware or material); including study desk, chalkboard, eraser, chalkboard, book, map, OHP, etc.¹⁷ Some of the educational media clusters mentioned in the Qur'an and al-Hadith, are as follows:

a. Audio Use of Audio aids in Education Media

Use of Audio aids in education media is a medium that can only be heard, in the form of voices with various tools of the speaker both human and non-human.¹⁸ The arguments in the Qur'an relating to voice as communicators can be taken from reading, explaining and telling, as well as; other simple words. Some of the Qur'anic verses that give voice descriptions as communicators are the words "read" (from the verb "read") in the Qur'an, including Surat al-'Alaq (96) verse 1; the letter of Al-Isra "(17) Verse 14; سورة العنكبوت (29) Section 45; and Al-Muzammil Al-Muzammil (73) Verse 20. Next is the Qur'anic verse that gives voice descriptions as conveyor in the form of an explanatory word (the origin of the verb "clear"), including in the Qur'anic Letter (6) Verses 97 and 165; and the سورة التوبة Surah (9) Verse 11. The following is an example of the Qur'anic commentary relating to voice as a communicator in the form of a word.

Then, the Qur'anic verses that give voice descriptions as communicators in the form of narratives (the origin of the word "story"), among them are in Surat Al-Baqarah سورة البقرة (2) Verse 76;

وإذا لقوا الذين آمنوا قالوا آمنا وإذا خلا بعضهم إلى بعض قالوا اتحدثونهم بما فتح الله عليكم ليحاجوكم به عند ربكم أفلاتتعقلون

And then سورة يوسف (12) Section 5. The following is an example of a proposition relating to sound as the communicator of the story (originally the word "story") in سورة يوسف (12) Verse 5 reads:

قال لبيني لا تقصص رؤياك علي اخوتك فيكيدوا لك كيدا ان الشيطان للانسان عدو مبين

"My son, do not tell me your dreams to your brothers, then they have made you (to destroy) you. Satan is a real enemy of mankind. The "clear verb") in the At-Sermon Letter (9) Verse 11 reads: If they repent, perform prayers and perform charity, then (they) are your brethren and we explain those verses to those who know."

Based on the description above, in relation to the verb "read, explain, and tell", it will certainly produce sound so that it is understood what the message is conveyed by that sound. This can happen when a teacher presents the learning material simply by reading the book as a reference in a learning process or without using other types of educational media. But more emphasized in reading, explaining, and telling is the sound or sound that can convey the content of the message. Inside further development of audio education media was developed in the form of audio tools, such as radio, tape recorder, language lab, and more. The relationship of audio education media with the aim of Islamic religious education is very close. From the side audio media cognitive can be used to teach a variety of rules and principles, in the affective aspect of audio media can create a learning

environment, and psychomotor aspects of this audio media to teach media verbal skills. As an auditory medium, it is closely related to radio, magnetic tape recorders, black discs, or perhaps language labs.¹⁹ The advantages of audio education media when teachers use them in the learning process are:

- 1) Can be used according to the needs of the listener / user.
- 2) Develop students' imagination.
- 3) While listening to the broadcast, students can engage in other activities that support the achievement of their learning goals.
- 4) Promote students' curiosity about something, thus stimulating student creativity in learning.
- 5) Able to instill positive attitudes towards students that may be difficult to achieve by using other media.

In addition to some advantages, audio media has some of the following weaknesses:

- 1) It is one-way communication. Thus, it's difficult for listeners to discuss things that are difficult to understand.
- 2) More audio media using voice or verbal language can only be understood by listeners with good levels of speech and language.
- 3) Audio media will only be able to serve well for those who are already thinking abstractly.
- 4) Presenting material through audio media can cause verbalism for the listener.
- 5) Audio media using radio broadcasting programs are usually simultaneous and centralized, making it difficult to control.

b. Visual Education Media²⁰

Visual education media is a set of tools for communicating a message that can be captured through the visual senses without the sound of the tool. Reference in the Qur'an in the Surah Al-Baqarah (2) Verse 31 reads:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

And He taught Adam all the names, then and he presented it to the Angels and said: "Tell me the names of those things if you are true men!

The above verse illustrates that Allah S.W.T. while teaching Hazrat Adam A.S. the sacred names of Allah S.W.T., then Allah S.W.T. ordered the angels to mention it, which is unknown to the angels. The things mentioned by Adam A.S. were ordered by Allah S.W.T. must have been given a description of his shape by Allah S.W.T. In the hadith there are several terms used to denote the use of visual media in learning, such as pictures, gravel, and fingerprints.

1) Using Images

Use of visual media used Prophet Muhammad S.A.W. in the process of learning; this is where the hadith narrated by Al-Bukhari²¹ in Abu Hasan As-Sindy.²² Prophet Muhammad S.A.W. describes the straight line found in

عن عبد الله رضي الله عنه قال: خط النبي صلى الله عليه وسلم خطا مربعا، وخط خطا في الوسط خارجا منه، وخط خططا صغيرا الى هذا الذي في الوسط من جانبه الذي في الوسط، وقال: (هذا الانسان، وهذا اجله محيط به. او: قد احاط به وهذا الذي هو خارج امله، وهذه الخطط الصغار الاعراض فان اخطاه هذا، تحشه هذا، وان اخطاه هذا، تحشه هذا). (رواه البخاري)

Prophet S.A.W. make a square image, then draw a long line in the center of the square and exit beyond the square. Then he also made small lines in the square, next to it: (the square that the Prophet drew). And he said: "This is man, and (this square) is the peril that

surrounds it, and this (long) line that goes out, is his dream. And these little lines are the obstacles. If not (stuck) with this (line), then hit (this) line. If that doesn't happen, then the next. If it hadn't been for all of these (obstacles), then he would have been in danger. (HR. Bukhari).

In the picture is a human, a picture the four squares surrounding it are in the end, a straight line came out passing the picture is hope and his thoughts, while the lines are small located in the straight line of the interior pictures are always a disaster to confront humans in their lives in this world. In this picture the Prophet Muhammad (ﷺ)S.A.W. explained about the fact that human life has hopes, hopes and aspirations far ahead to accomplish everything he wants in a mortal life this, and the death that surrounds it always love him all the time so makes humans unable to dodge from his death circle, in the meantime in life, humans are always facing a variety of threats his existence, if he can be avoided one disaster, another disaster ready blocking and destroying it, that is every human being could not guess or guess when the dead will pick it up.

This hadith refers to Holy Prophet Muhammad (ﷺ)S.A.W. as an educator who really understands the methodology good learning in convey knowledge to human. He explained something information through visual media images for easier understanding and absorbed by the mind and the soul.²³

2) Using the Finger

The Prophet Muhammad (ﷺ)S.A.W. used visual media through showing his fingers the while teaching learning process to his holy companions (اصحاب), It is evident in this hadith (حديث) narrated by Imam Muslim²⁴ inside An-Nawawi.

حدثني عمرو الناقد. حدثنا ابو احمد الزبيري. حدثنا محمد بن عبدالعزيز عن عبيدالله بن ابي بكر بن انس، عن انس بن مالكقال: قال رسول الله صلي الله عليه وسلم ”من عال جاريتين حتي تبلغا، جاء يوم القيامة انا وهو“ وضم اصابعه. (رواه مسلم)

In this hadith, Prophet Muhammad S.A.W. explained about the privileges of that person who rescued a slave or raised two girls by showing closeness of his two fingers. Holy Prophet Muhammad (ﷺ)S.A.W. holding his fingers for giving particular emphasis so it can be understood that if that person raised her two daughters until he's grown up, or he's already married. Then He'll be close to with the Prophet Muhammad (ﷺ)S.A.W. at the day of judgement.²⁵

Based on hadith explanation mentioned above, it is evident that Prophet Muhammad (ﷺ)S.A.W. used various media and communicative adapted to situations and conditions at that time, making it easy and understandable for the holy companions (اصحاب).²⁶

3) Using Gravel

The use of visual media is obvious from the use of gravel when Holy Prophet Muhammad (ﷺ)S.A.W. used this media for the teaching learning process as stated in the hadith narrated by At-Tirmidzi.

حدثنا محمد بن اسماعيل، و اخبرنا خلاد بن يحيى حدثنا بشير بن المهاجر اخبرنا عبدالله بن بريدة عن ابيه. قال: قال النبي صلي الله عليه وسلم: ”هل تدرون مان مثل هذه و هذه؟ ورمي بحصاتين قالوا الله و رسوله اعلم. قال هذاك الامل وهذاك الاجل“. قال ابو عيسى هذا

This inscription illustrated that once Holy Prophet Muhammad (ﷺ)S.A.W. asked the holy

companions, about the two things he did hold it and throw it, however Holy companions answered, only Allah سبحانه و تعالى and His Messenger (ﷺ) knows, He answered those two things are pebbles as he used it as mediums in education. These teaching mediums (Two pebbles) can be likened to a dream and death of someone. In other words it meant that the fantasy in human worldly life and death in the life hereafter. Those two things cannot be separated just like the two sides of the eye. Both of them are already codified Allah سبحانه و تعالى S.W.T. in determining the way human life and death.²⁷ This hadith can be understood as the Prophet ﷺ S.A.W. using the two pebbles as educational media, to provide a signal a warning to humanity that life not just once, but there is another life after life in this world, so the role of the media is in learning is helping understanding to achieve educational goals. The Prophet ﷺ S.A.W. used these suggestions to give you an idea of metaphor and ease in conveying the content of that material taught to them.

حديث حسن غريب من هذا الوجه. (سنن الترمذي)

If humans classify it with the world of education, hadiths it's related to one component in the education world and the education media. From the description it's clear that visual media has been used in teaching learning process of implementation in teaching Islamic studies.

In the modern era now this visual media can be categorized as follows:

1) Unpredictable media

a) Reading material or printed material, through these material students will gain experience through reading, learning through symbols and meanings by using the senses of sight. This medium includes conceptual learning levels, so the materials should be tailored to the students' level of understanding and mastery of the language. This media can be classified into following types that are:

- (1) The Qur'an and the Al Hadith
- (2) Religious textbooks
- (3) Complementary reading books, textbooks as reading material to expand and deepen religious readings.
- (4) Reading material in general: newspapers, magazines, and others.

b) The media of reality is the real thing,

They do not have to be present in the classroom, but students can see the object directly. The advantage of this reality media is that it provides students with real experiences.

c) A model is an artificial object in three dimensions, representing or replacing the real thing. Use of models can be fruitful to overcome certain constraints in lieu of reality.

d) Graphic media is a visual medium that transmits messages through visual symbols. The function of the graphics media is interesting in securing the attention of the readers, clarify lesson plans, and illustrate a fact or concept that can easily be forgotten only through verbal explanation. The types of graphical media are: drawings, sketches, diagrams / schemas, charts, charts.

e) Keyboard, this tool is a classic tool that will never be forgotten people in the process of learning to teach.²⁸ The role of the board and other boards are still used by teachers, as they

are practical and economical tools.

2) Projection Media

The types of media included in the projection media are as follows:

a) OHP Transparency is a true face-to-face teaching tool, because the classroom layout is as normal as it is, the teacher can have face-to-face contact with the student (without having to confront the students). (Overhead Transparency / OHT) and hardware (Overhead Projector).

b) Frame / slide film,

It is a movie transparency 35 mm in diameter and 2 x 2 inches. In one package are several frames of film separated from each other. The benefits of film framing are almost the same as OHP transparency, only good visual quality is produced.

c) **Liquid Crystal Display (LCD)**, is a set of tools as a technique for presenting data in the form of non-transparent crystalline letters when in a given electric field. This tool is more complete than OHP in project information directly through your computer. LCDs convert computer views from electronic images to projection screens. With the LCD the message being designed on the computer and the results projected onto the screen, pointing action is done with a "mouse" on the computer.

4. Technology Based Education Media

Technology use in teaching communication can be identified in Islamic concept of education as revealed in Surah An-Naml (27) design a professionally developed program so that the effectiveness of the use can be achieved well.²⁹ Verses 29-30, which is about the story of Solomon and the Balkis the queen, which read:³⁰ In Jalalain's Interpretation, it is said that ("Go bring my surah, and drop it on them) to the Balkis queen and His people (then turn) away (from them) not too far from them pay attention to what they are talking about. ") that is, the answer or the reaction they would make. When the Malka Balqis read the chapter, his body trembled and drowned in fear, and then she thought about the contents of the letter.

Next (He said) was the queen of Balkis to the leaders of her people, (Hi great men! Verily I) can read Al Mala-u Inni and Al Mala-u winni, i.e readings by Tahqiq and Tashil (a noble letter has been sent to me) is a stamped letter. (The letter is from Solomon and indeed the contents) The contents of the letter, is a clear example of technology based education from God.

Solomon used the Hud-Hud bird to deliver the message in the form of a letter delivered to Queen Balqis, so that it was well received and reached its desired destination. Even the Prophet Solomon has demonstrated the state-of-the-art technology in his palace, which Allah S.W.T. Capture it in verse next, Surah An-Naml (27) Verse 44:

In Jalalain's Interpretation it is explained that: (And it was said to him, "Enter into the palace!") The floor was made of clear glass, and beneath it was fresh water flowing with

fish. Prophet Solomon did this when he heard the news that both Balqis' calves and his toes were like donkeys. (So when he looked at the floor of the palace instead of the pool) - a pool full of water (and pronounced both calves) to cross what he thought was a pool, while Prophet Solomon was sitting on his throne at the end of the glass floor, it turned out he saw both calves and his toes beautiful. (Solomon said) to the Balqis, ("Indeed it is a slippery palace) and fine (made of glass") and then Solomon asked him to convert to word of God. (Balqis says, "My Lord! Indeed I have wronged myself) with worshiping other than God (and I surrender) from now on (with Solomon to God, Lord of the Worlds. "), then Solomon wished to marry her but did not like the hair on his calves. Solomon, in the light of which the calf's feathers were gone, Solomon married her and loved her,

The use of Hud-Hud bird was technology media by the Prophet Solomon in delivering a letter to Queen Balqis was a technology implementation at the time, as the use of the bird could make the communication process more effective and efficient. Even in the meeting both are facilitated by means and infrastructures that utilize advanced technology, thus creating a comfortable and conducive atmosphere. Thus, in learning should be able to use the media as much as possible streamline communication in the process, and use tools that will make learners comfortable, so that learning can achieve their goals.

The use of technology in learning today (modern), of course, there are differences in its shape. This adult technology-based education media is very advanced and quite varied, still open to more sophisticated future. Some technology-based learning mediums such as:

- a. Television
- b. VTR (Video Tape Recorder)
- c. VCD (Video Compact Disc)
- d. DVD (Digital Versatile Disc)
- e. The movie
- f. Computers / Internet

5. Immaterial Education Media

In addition to media of things, there are also media of non-objects. Among the educational media that are not such things are: honesty, orders / prohibitions, rewards and penalties, which shall be as follows:

a. Integrity

Most people need a form of identification (uswah al-hasanah) that can guide people to the truth, in order to fulfill that desire God sent Prophet Muhammad ﷺ S.A.W. to be an example for mankind.

According to Al-Ghazali, as quoted by Ramayulis, there are some important traits that a teacher should possess as a role model, namely:

- 1) Trustworthy and diligent to his work,
- 2) Meekness and compassion for the disciples,
- 3) Understand and work hard on the knowledge and the people who do it,
- 4) He should not be greedy,

- 5) Owes Extensive knowledge, as well
- 6) Establish and hold firm to the principle.³⁶

Al-Ghazali also adds that there are some important traits that must be internalized in the student, namely humility, purification of all evils, and obedience. Because the last few traits need to be owned by the student, the teacher should be an example of those traits. In this case the Prophet S.A.W. also set a good example for his people. The Word of God S.W.T. in the Verses of Al-Ahzab (33) verse 21, which reads:

لقد كان لكم في رسول الله أسوة حسنة لمن كان يرجو الله واليوم الآخر و ذكر الله كثيرا.

b. Command and Prohibition

Command is not just what comes out of one's mouth that other people should do, but it also includes general guidelines, practices and rules that learners should adhere to. Examples of commands and prohibitions are found in the Qur'anic verse of Al-Maidah (5) verse 2, as follows: An order will be easily obeyed by the learner if the educator himself obeys and lives according to those rules, or if what the learner has to do is already in place and is a guide to the life of the educator.

واتل عليهم نبا ابني آدم بالحق اذ قربا قربانا فتقبل من احدهما ولم يتقبل من الآخر قال لاقتلنك قال انما يتقبل الله من المتقين

In addition to giving orders, educators should also be able to ban learners' actions. The real prohibition is the same as the order. Examples of prohibition are the prohibition of speaking in a coarse and arrogant voice, the prohibition of doing bad deeds, the prohibition to hang out with people who can be misleading, and so on.

c. Rewards and Penalties

Rewards in the education system are something that is given to learners both in the form of objects and non-objects, so that learners feel comfortable receiving them. As for as, punishment given to learners for committing violation is concerned; the purpose should be to avoid violations.

In education, punishment is imposed for two things:

- 1) Penalties are imposed for infringement, for which the offense was committed (punitive, quina precticum est).
- 2) Penalties are intended for the purpose of infringement (lucky) characteristics of punishment in the Islamic education perspective are: 1) punishment given for improvement and direction, 2) giving the child the opportunity to correct the offense before being beaten. Ten-year-olds should not be beaten, if not more than three times, 3) educators should be firm in imposing punishment, which means that if the educator's stubborn attitude is deemed necessary then it must be exercised out of a soft and compassionate attitude.

6. Benefits and Influence of Media Education

In the Traditions of the Prophet Muhammad S.A.W. above, it is implied that the benefits of the educational media, including when Prophet Muhammad S.A.W. Explain his teaching using media such as pictures, gravel, and fingerprints. With such media, the Shahab's became more aware of what Prophet Muhammad S.A.W. More broadly, there are many benefits to using media education in teaching, including:

- a. The lesson material will be clearer in meaning, so that the students can better understand, and allowing students to master the purpose of teaching better.
- b. Teaching methods will be better varies, not just verbal communication through the spoken word of the teacher, so that the students do not get bored and the teacher does not exhaust the energy of the material.

c. Students are more engaged in learning, as they not only listen to the teacher's words, but also do other activities such as observing, doing, demonstrating and more.

d. Teaching will attract students' attention and thus enhance their learning motivation.

e. Clarifies the presentation of the message to be less verbal.

f. Overcoming the limitations of space and the power of the senses such as: too large, too small, too slow, too fast, too late, too complex, and too conceptual. Hamalik (1980) proposed that the use of educational media in the teaching process can stimulate new desires and interests, increase motivation and stimulate learning activities, and even bring psychological effects to students. The use of educational media at the learning orientation stage will greatly enhance the effectiveness of the learning process and present the message and content of the learning at that time. In addition to enhancing student motivation and interest, educational media can also help students improve their understanding, present data attractively and confidently, facilitate interpretation of data, and compress information. In general education media has the following uses:

a. Clarifying the delivery of messages in order not very verbalistic (in the form of verbal or verbal words).

b. Overcoming the limitations of space, time and the power of the senses, such as: Excessive objects can be replaced by reality, images, frame films, movies, or models; Small objects assisted with micro projectors, frame films, films, or pictures; Motion that is too slow or too fast, can be helped with time-lapse or high-speed photography.

c. Past events or events may be reproduced through footage, video, movie frames, photographs or verbally; Objects that are too complex (such as machines) can be presented with models, diagrams, and more.

d. Extensive concepts (volcanoes, earthquakes, climates, etc.) can be visualized in the form of films, film frames, drawings, and more.

e. Using the right media and varying the media can solve the passive attitude of learners. In this case educational media is useful for:

- 1) Create a passion for learning;
- 2) Enables more direct interaction between learners and reality environments;
- 3) Allows learners to self-study according to their abilities and interests.

f. With unique properties on each students are supplemented by different environments and experiences, while the curriculum and learning materials are the same for each student, the teacher will a lot of hardships when everything has to be taken care of. Especially when the background of the teacher's environment with the students is different. This issue can be addressed with educational media, which is:

- 1) Provide the same stimulus;
- 2) Equate experience
- 3) Generate the same perception.

Findings

Based on the above discussion, it appears that the medium of education is very useful in the teaching process. In addition, the presence of educational media greatly influences the achievement of learning objectives. If there is no educational medium in a school then it can be ascertained that the learning process will be less effective and less efficient, so that the students will eventually become inactive in the teaching process. So is the education system Islam, education media is clearly needed. Because of this, the educational media plays a very important role and can have an impact on the achievement of Islamic educational goals. Abu Bakr Muhammad argued that the use of the media was:

- a. Able to overcome difficulties and clarify difficult subject matter.
- b. Being able to facilitate understanding, and make lessons more lively and interesting.
- c. Encourage children to work and stimulate the instinct of desire to study (learn) and develop a strong desire to learn something.
- d. Helps build habits, express ideas, pay attention and think about a lesson.
- e. Causing attention (memory) sharpens, senses, trains, refines feelings and learns quickly.⁴²

E. CONCLUSION

Education media is a set of tools that can convey messages in the process of learning to teach, from message makers (educators) to message recipients (learners) to achieve effective goals effectively and efficiently. The foundation of media use in learning should be able to be implemented with wisdom and wisdom, so that educators and learners can develop good communication, creating a conducive educational environment. Media in education and learning has similarities and differences, the similarities are seen in the material aspects, and the differences are seen on the immaterial aspect. Educational media is useful as a tool or tool that serves as an intermediary or communication tool for communicating knowledge or information from various sources to the recipient of the message or information to achieve the purpose of learning.

References

1. Ahmad Tanzeh. 2009. Practical Research Methods. Yogyakarta: Terrace. pm. 92.
2. Lexy J. Moleong. 2013. Qualitative Research Methods. Bandung: PT. Teen Rosdakarya. pm. 248.
3. Oemar Hamalik. 2001. The Learning Process of Teaching. Jakarta: Earth Characters. pm. 77.
4. Vienna Sanjaya 2013. Learning Process-Oriented Learning Strategy Standard. Jakarta: Kencana Prenada Media Group. pm. 58.
5. Yusuf hadi Miarso. 1986. Educational Communication Technology: Its Meaning and Application in Indonesia. Jakarta: Pustekom Dikbud and CV Rajawali. pm. 25.
6. Ahmad Sabri. 2005. Teaching and Micro Teaching Learning Strategies. Short: Quantum Teaching. pm. 112.
7. First Wahidin. 2015. "Learning-based Communication Interaction in the Teaching Learning Process". Islamic Education: Journal of Islamic Education. P-ISSN: 2252-8970. E-ISSN: 2581-1754. Vol. 04, No. 07. p. 819.
8. Zakiah Daradjat. 1995. Special Methods for Teaching Islamic Religions. Jakarta: Earth Characters. pm. 226
9. Asnawir and Basyiruddin Usman. 2002. Educational Media. South Jakarta: Ciputat Press. pm.11

10. Azhar Arsyad. 2003. Educational Media. Jakarta: PT. KingGrafindo Persada. pm. 3.
11. Abdul Wahab Rosyidi and Mamlu ul atul Ni. 2011. Understanding the Basic Concepts Arabic language learning. Malang: UIN-Maliki Press. pm. 15-16.
12. Yudhi Munadi. 2008. Media Pendidikan: Sebuah Pendekatan Baru. Jakarta: Gaung Persada Press. hlm. 8-9
13. Abdul Wahab Rosyidi and Mamlu ul atul Ni "mah. 2011. p.101-102.
14. Umi Rosyidah, dkk. 2008. Active Learning Dalam Bahasa Arab. Malang: UIN-Maliki Press. hlm. 96.
15. Abu Yahya Marwan Bin Musa. Interpretation of Human Hidayatul. Volume 2. p. 360.
16. Asnawir and Basyiruddin Usman. 2002. p.101.
17. M. Ramli. 2012. Media and Learning Technology. Banjarmasin: Antasari Pers. pm. 1.
18. M. Ramli. 2012. p. 17.
19. Asnawir and Basyiruddin Usman. 2002. pm. 101.
20. Vienna Sanjaya. 2011. Planning and Design of Learning Systems. Jakarta: Kencana Prenada Media Group. pm. 199.
21. Vienna Sanjaya. 2011. Learning System Design and Design. Jakarta: Kencana Prenada Media Group. pm. 199.
22. Abu Hasan As-Sindy. 2008. Shahihul Bukhari bi Haasyiati al-Imam as-Sindy. Lebanon: Dar al-Kotob al-Ilmiyah. pm. 224.
23. Abdul Fattah Abu Ghuddah. 2009. 40 Method of Education and Teaching of the Prophet. Bandung: Baitus Salam Edition. pm. 131-132.
24. Hadith sounds:
25. An-Nawawi. Al Minhaj Syarh Shahih Muslim bin Hajjaj. 2631 hadith.
26. Shinqithy Djjamaluddin and H.M. Mochtar Zoerni. 2002. Summary of Sheep Muslim. Bandung: Mizan. pm. 125.
27. Sunan At-Tirmidzi (juz 4), CV. Asfiya Semarang, 1992. p. 468
28. Nana Sudjana. 2009. Basics Teaching Learning Process. Bandung: Sinar Baru Algensindo Offset. pm. 102.
29. M. Ramli. 2012. p. 101.
30. Jalaluddin Asy-Suyuthi and Jalaluddin Muhammad Ibn Ahmad Al-Mahalliy. 2009. Terj. Interpretation of Jalalain. Newark: AlHidayah Library.

Bibliography

1. Abu Ghuddah, A., F. 2009. 40 Methods of Education and Teaching of the Messenger of Allah. Bandung: Baitus Salam Edition.
2. An-Nawawi. Al Minhaj Syarh Shahih Muslim bin Hajjaj. 2631 hadith.
3. Arsyad, A. 2003. Educational media. Jakarta: PT. King Grafindo Persada.
4. Asnawir and Usman, B. 2002. Educational media. South Jakarta: Ciputat Press.
5. As-Sindy, A., H. 2008. Shahihul Bukhari bi Haasyiati al-Imam as-Sindy. Lebanon: Dar al-Kotob al-Ilmiyah.
6. Asy-Syuyuthi, J. & Ibn Ahmad Al-Mahalliy, J., M. 2009. Terj. Interpretation Jalalain. Manila: Al-Hidayah Library.
7. Daradjat, Z. 1995. Special Methods for Teaching Islamic Religion. Jakarta: Earth Characters. paint. 1st.
8. Djjamaluddin, S. and Zoerni, H.M.M. 2002. Summary of Muslim Sheep. Bandung: Mizan.
9. Hamalik, O. 1980. Educational Media. Bandung: Alumni Publisher.2001. The Learning Process of Teaching. Jakarta: Earth Characters.
10. Miarso, Y. 1986. Educational Communication Technology. Its meaning and application in

- Indonesia. Jakarta: Pustekkom Dikbud and CV Rajawali.
11. Moleong, L., J. 2013. *Qualitative Research Methods*. Bandung: PT. Teen Rosdakarya
 12. Munadi. Y. 2008. *Educational media A New Approach*. Jakarta: Persada Press Press.
 13. Moses, A., Y., M.,. *Interpretation of Human Hidayatul*. Volume 2.
 14. Ramayulis. 2002. *Islamic Science Education*. Jakarta: His Royal Highness.
 15. Ramli, M. 2012. *Media and Learning Technology*. Banjarmasin: Antasari Pers. Please. 1st.
 16. Rosyidah, U., et al. 2008. *Active Learning in Arabic*. Malang: UIN-Maliki Press.
 17. Rosyidi, A., W. and Ni "mah, M. 2009. *Arabic educational media*. Malang: UIN-Maliki Press. 2011. Understanding
 18. *Basic Concepts of Language Learning Arabic*. Malang: UIN-Maliki Press.
 19. Sabri, A. 2005. *Teaching and Micro Teaching Learning Strategies*. Short: Quantum Teaching.
 20. Sanjaya, W. 2011. *Learning System Design and Design*. Jakarta: Kencana.
 21. 2013. *Learning Process-Oriented Learning Strategies*. Jakarta: Kencana Prenada Media Group. h. 58.
 22. Sudjana, N. 2009. *The Basics of the Teaching Learning Process*. Bandung: Sinar Baru Algensindo Offset.
 23. Sunan At-Tirmidzi. (1992). Semarang: CV. Asif. juz 4.
 24. Syah, D. 2007. *System Planning Teaching Islamic Religious Education*. Jakarta: Persada Press Press.
 25. Jakarta: Persada Press Press.
 26. Tanzeh, A. 2009. *Practical Research Methods*. Yogyakarta: Terrace. Wahidin, U. 2015. Interactions
 27. *Learning-based Communication in the Teaching Learning Process*. *Islamic Education: Journal of Islamic Education*. P-ISSN: 2252-8970. E-ISSN: 2581-1754. Vol. 04, No. 07. h. 819.