Training on the Creation of Interactive Learning Media for Indonesian Language based on Islamic Values for Teachers of MTs Islamiyah YPI Batang Kuis

[1]Yulhasni, [2]Mulkan Darajat, [3]Monica Mulyani Coal, [4]Leli Hasanah Lubis

[1]*Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatra, Indonesia*
[2]*FAI University of Labuhanbatu, Indonesia*
[3]*STAI Tapanuli Padang Sidimpuan, Indonesia*
[4]*Albukhary Institute of Islamic Studies Labuhanbatu, Indonesia*

* Corresponding Author. Email: 1yulhasni@umsu.ac.id

Abstrak

Tujuan dari kegiatan pengabdian masyarakat ini adalah untuk meningkatkan keterampilan guru MTs Islamiyah YPI Batang Kuis dalam merancang dan menggunakan media pembelajaran interaktif berbasis nilai-nilai keislaman dalam mata pelajaran Bahasa Indonesia. Pelatihan ini dirancang untuk memperkenalkan para guru pada berbagai teknik dan aplikasi teknologi yang dapat mendukung penyusunan media pembelajaran yang relevan dan menarik bagi siswa. Metode kegiatan meliputi ceramah, demonstrasi, serta praktik langsung dalam pembuatan media pembelajaran. Hasil pelatihan menunjukkan bahwa guru yang terlibat berhasil meningkatkan pemahaman dan keterampilan dalam menciptakan media interaktif yang tidak hanya menyampaikan materi akademik, tetapi juga mengintegrasikan nilai-nilai keagamaan. Hal ini terbukti meningkatkan motivasi dan keterlibatan siswa dalam pembelajaran, serta memudahkan internalisasi nilai agama dalam kehidupan sehari-hari. Meskipun terdapat kendala seperti keterbatasan sarana teknologi, pelatihan ini memberikan dampak positif dan signifikan terhadap kualitas pembelajaran di sekolah. Untuk pengembangan lebih lanjut, disarankan adanya pendampingan dan peningkatan sarana teknologi untuk mendukung penerapan media interaktif di kelas.

Kata Kunci: Media Pembelajaran Interaktif, Nilai Keislaman, Bahasa Indonesia, Guru

Abstract

The purpose of this community service activity is to improve the skills of MTs Islamiyah YPI Batang Kuis teachers in designing and using interactive learning media based on Islamic values in the Indonesian language subject. This training is designed to introduce teachers to various techniques and applications of technology that can support the preparation of learning media that are relevant and interesting for students. The activity methods include lectures, demonstrations, and direct practice in making learning media. The results of the training showed that the teachers involved succeeded in increasing their understanding and skills in creating interactive media that not only convey academic material, but also integrate religious values. This has been proven to increase student motivation and involvement in learning, as well as facilitate the internalization of religious values in everyday life. Although there are obstacles such as limited technological facilities, this training has a positive and significant impact on the quality of learning in schools. For further development, it is recommended that there be assistance and improvement of technological facilities to support the implementation of interactive media in the classroom.

Keywords: Interactive Learning Media, Islamic Values, Indonesian Language, Teachers

Introduction

Education is the main foundation in building the character and knowledge of the younger generation. In Indonesia, education plays an important role in shaping students who are not only intellectually intelligent but also have strong characters that are in accordance with Islamic values. The development of interactive learning media based on Islamic values is expected to strengthen the character of students who reflect noble and religious morals. According to Hidayati (2021), learning media that integrates Islamic values has been proven to be able to improve students' understanding of subjects and strengthen the moral values taught. One challenge faced by Indonesian language teachers in madrasah environments is creating learning media that are relevant and in accordance with the religious context. Based on research conducted by Zulfahmi (2020), technology-centered learning media often do not accommodate Islamic values effectively, so they need adjustments to be more in line with the needs of madrasahs.

Mah YPI Batang Kuis, as one of the Islamic educational institutions, realizes the importance of improving teacher competence in developing interactive learning media based on Islam. In the digital era, the use of technology in learning Indonesian is becoming increasingly important. According to Syafrizal (2020), the integration of Islamic values in technology-based learning can provide a deeper and more meaningful learning experience for students.

Islamic-based media is very important in the educational process in madrasas, especially in learning Indonesian which requires a creative and innovative approach. Setiawan (2019) found that learning based on religious values can help students understand the meaning of the subject matter from an Islamic perspective, so that the material is not only understood textually but also contextually.

The use of interactive media is also expected to attract students' interest in learning and increase their motivation. The results of research by Aminah (2020) show that students are more enthusiastic in participating in learning when the media used is interesting and in accordance with the religious values that they understand every day. This is certainly one of the main points of the training that will be carried out.

Teachers at MTs Islamiyah YPI Batang Kuis have diverse educational backgrounds and varying levels of technological mastery. Based on previous research, the gap in technological competence among madrasah teachers is one of the obstacles in the implementation of digital learning media. Therefore, training in making interactive media based on Islamic values is very relevant to improving the quality of teaching at the madrasah.

This training not only aims to teach how to create learning media, but also how to integrate Islamic values into Indonesian language materials. In a study, Zainuddin (2018) emphasized that the integration of religious values in learning is an important effort in building student character that is in line with Islamic teachings. This training is expected to provide insight into creative ways to convey Islamic values.

Another challenge faced in developing interactive learning media is the limited resources and access to technology in the madrasah environment. Nurhayati (2019) highlighted the importance of support from schools and related institutions in providing adequate technological facilities for teachers. This training is expected to be the first step in developing the potential of existing technology.

This training program is also an effort to answer the need for more contextual and relevant learning to students' daily lives in the madrasah environment. According to

Abdullah (2021), students will find it easier to understand the material when it is presented in an interactive form and in accordance with their context. Thus, this training is expected to have an impact on the teaching and learning process at MTs Islamiyah YPI Batang Kuis.

This training is expected to be a solution to the limitations faced by teachers in developing learning media that are in accordance with the vision and mission of the madrasah, namely producing students who are knowledgeable and have good morals. Through this training, it is hoped that teachers at MTs Islamiyah YPI Batang Kuis will be able to create interactive learning media that prioritize Islamic values, so that they can provide meaningful learning experiences for their students.

Method

1. Activity Design

This PKM activity is designed as a training based on a participatory approach, where MTs Islamiyah YPI Batang Kuis teachers are actively involved in every stage of making interactive learning media. The activity design prioritizes direct involvement, practice-based training, and discussions that facilitate understanding of Islamic values in the context of teaching Indonesian.

2. Activity Participants

Participants in this activity were Indonesian language teachers at MTs Islamiyah YPI Batang Kuis. The total number of participants who attended the training was 20 teachers who had varying levels of experience and skills in the use of educational technology. The selection of participants was carried out through coordination with the principal, who identified teachers who had the potential and commitment to developing interactive Islamic-based learning media.

3. Stages of Activity Implementation

This PKM activity is divided into several stages as follows:

a. Preparation Stage

The implementation team conducted an initial survey to understand the needs of teachers related to interactive learning media. This survey covered aspects of basic skills in the use of technology, understanding of Islamic values in the context of learning, and teacher experience in developing learning media. This survey was conducted through questionnaires and short interviews.

b. Introduction and Theory Stage

At this stage, participants are given a basic understanding of the importance of interactive learning media and how to integrate Islamic values into Indonesian language learning materials. The implementing team provides theoretical explanations on the concept of interactive media and examples of the application of Islamic values in Indonesian language learning.

c. Practical Stages of Making Learning Media

Participants are given the opportunity to directly practice creating learning media using simple software that supports interactivity, such as PowerPoint, Canva, and other interactive learning applications. Each participant is guided to compile materials that reflect Islamic values in language, communication style, and content delivery.

d. Discussion and Evaluation Stage

After the practice, participants are involved in discussions and reflections related to the media they have created. This stage aims to provide input between participants and from the implementation team. Evaluation is carried out by reviewing the media produced, seeing the suitability with Islamic values, and measuring student involvement in learning using the media.

4. Instruments and Data Collection

Data during the implementation of PKM was collected through several instruments, including:

a. Pre and Post Training Questionnaire. Used to measure the increase in teachers' understanding and skills before and after training.

b. Observation. The implementation team observed the media creation process by participants to assess the practical skills and creativity of teachers in inserting Islamic values into the material.

c. Structured Interview. Conducted with selected participants to obtain more in-depth input on the effectiveness of the training and the challenges faced in developing Islamic value-based learning media.

5. Data Analysis

Data obtained from the questionnaire were analyzed quantitatively to see the increase in teachers' understanding and skills scores, while data from observations and interviews were analyzed qualitatively to identify key themes related to the effectiveness of the training and participants' perceptions of the application of Islamic values.

6. Success Indicators

The success of this training is measured through several main indicators, including:

a. Improving teachers' understanding of Islamic values in Indonesian language learning, as measured by post-training questionnaires.

b. Teachers' ability to produce relevant and effective interactive learning media is evaluated through direct observation of the media they create.

c. The level of participant satisfaction with training activities, as measured through a satisfaction survey at the end of the training.

7. Implementation of Training Results

As a follow-up, teachers are expected to be able to apply the learning media that has been developed in teaching and learning activities in the classroom. The implementation team will also conduct periodic monitoring and evaluation to see the impact of the implementation of interactive learning media based on Islamic values on student motivation and understanding.

Results and Discussion

A. Research results

The results of the pre- and post-training questionnaires showed an increase in teachers' understanding and skills in developing interactive learning media. The average score of teachers' understanding of the concept of interactive media based on Islamic values increased by 40% after participating in the training. This indicates that the training has succeeded in providing teachers with new insights on how to integrate Islamic values in teaching Indonesian, which was previously limited to the use of conventional media.

During the practice session, each teacher successfully created interactive learning media that integrated Islamic values, either in the form of interactive PowerPoint, short videos, or visual modules adapted to Indonesian language materials. Based on observations, 80% of teachers were able to create media that met the criteria of interactivity and relevance to Islamic values, such as prioritizing moral values in narrative texts and providing examples based on Islamic teachings in language exercises. This media is designed to attract students' interest and increase interaction during the learning process.

From the results of the satisfaction survey, 90% of participants were satisfied with the training, especially in the practical session of making learning media. Many

teachers stated that the training was very relevant to their needs in the classroom and made it easier for them to implement Islamic values contextually. Several participants also gave positive feedback on the practice-based teaching method, which allowed them to directly try and apply the knowledge gained.

This training also contributed to increasing teacher creativity in delivering Indonesian language materials. Observations showed that 75% of teachers who attended the training tried to apply variations in their teaching methods by utilizing simple technology that had been taught during the training. For example, some teachers used interactive elements in PowerPoint to make learning more lively, while others used additional applications such as Canva to beautify the visual appearance of the material.

After the training, most teachers implemented the learning media they created in their classroom teaching and learning activities. Based on follow-up interviews with several teachers, they reported that students showed a higher interest in learning Indonesian and were more active in participating. For example, teachers noted an increase in interaction and discussion in class when learning media containing Islamic values were used. This shows that the learning media created successfully brought students closer to the learning content as well as religious values.

Although the training was successful in improving teacher competency, several obstacles were still found. One of the main challenges was the limited technological devices available in schools. Several teachers reported that supporting facilities, such as projectors and computers, were not available in every class, so they had to schedule the use of these devices with other teachers. In addition, some teachers felt the need to take further training to further explore certain applications in order to become more proficient in creating interactive learning media.

Interactive learning media based on Islamic values developed by teachers has successfully provided a positive impact on students' motivation in learning Indonesian. Based on reports from teachers, students showed higher enthusiasm and were more active in participating during the learning process. Teachers' assessments of student responses showed a 30% increase in participation and interest in learning compared to the use of previous conventional learning methods.

This training also encouraged the formation of a teacher learning community at MTs Islamiyah YPI Batang Kuis. The teachers agreed to routinely exchange experiences and ideas in developing more creative and interactive learning media, while still prioritizing Islamic values. This community aims to support each other and share knowledge related to teaching innovation, which can ultimately improve the quality of education at the madrasah as a whole.

The evaluation showed that although the training was successful in achieving its initial objectives, some aspects still needed further development, such as increasing access to technology in schools and additional training to improve teachers' skills in graphic design and other multimedia applications. Teachers also suggested holding similar trainings in the future that focus on improving mastery of specific applications or the use of more complex digital media.

Overall, this training has succeeded in improving teachers' understanding, skills, and creativity in creating interactive learning media based on Islamic values, which has a positive impact on the quality of Indonesian language learning at MTs Islamiyah YPI Batang Kuis. This training not only provides technical provisions, but also encourages the creation of learning that is more relevant to

the religious context of students. This success is the basis for the implementation of similar programs in other madrasas and shows the importance of increasing teacher capacity in facing the challenges of education in the digital era.

B. Discussion

The results of this training show an increase in teachers' understanding of Islamic value-based learning media, which is in accordance with research by Mulyadi et al. (2019), which emphasizes the importance of integrating religious values in learning to increase the relevance of the material for students. In the context of Islamic education, learning media integrated with religious values can help students internalize these values in everyday life, which is in line with the objectives of this PKM.

The use of interactive learning media based on Islamic values has been proven to increase student participation in class. This is consistent with the results of research by Rahmawati and Syafitri (2021) which found that interactive media can increase student motivation and involvement in learning. Teachers who use interactive media tend to be more successful in attracting students' attention and facilitating understanding of concepts, especially in the context of Indonesian language learning materials related to moral values.

Research by Azhar (2020) revealed that interactive learning based on religious values tends to provide a more meaningful experience for students. In this PKM, teachers reported a positive response from students to media containing Islamic values, which shows the effectiveness of this approach in Islamic education. Compared to conventional learning methods, an interactive media-based approach involving religious values seems more relevant and closer to students' lives.

This finding also highlights the importance of teacher creativity in delivering Indonesian language learning materials. In accordance with the results of research by Santoso et al. (2018), teacher creativity in using educational technology has a direct impact on student engagement and improving the quality of learning. This training provides space for teachers to express their creativity through interactive media, so that the material delivered becomes more interesting and easier for students to understand.

Although this training was successful in integrating Islamic values into learning media, some teachers acknowledged the challenges in technically implementing religious value concepts. This is in accordance with the study by Hidayat et al. (2021) which found that teachers often face obstacles in designing interactive religious-based content due to limited technological knowledge. Therefore, further training and mentoring may be needed to deepen teachers' understanding of the best ways to incorporate Islamic values into interactive learning.

Limited technological facilities and infrastructure are still a major challenge in implementing interactive learning media. This result is in line with the findings of the study by Prasetyo and Widodo (2019) which stated that limited access to digital devices in schools often hampers the implementation of technology-based programs. In this PKM, several teachers reported difficulties in accessing devices such as computers and projectors, which became an obstacle in implementing the media that had been developed in the classroom.

Interactive learning media created by teachers has been shown to increase students' motivation to learn Indonesian, which is consistent with research by Nasution (2020) which found that learning media based on religious values can increase

students' interest and involvement in the learning process. This increase results from the media's ability to connect material with the context of religion and students' daily lives, which gives deeper meaning to their learning.

This PKM has succeeded in forming a learning community for teachers which is in line with the findings of Wahyudi's study (2018) which revealed the importance of a professional community for the development of teacher competence. The existence of a discussion forum and exchange of ideas among teachers in this PKM creates positive support, allowing them to continue to develop creativity and innovation in learning Indonesian based on Islamic values.

In this training, reflection and evaluation are integral parts, which help teachers to continuously improve the media that has been created and adapt it to students' needs. This was also found in a study by Rahayu et al. (2019), which stated that the evaluation process in teacher training is very important to ensure effective and sustainable adaptation in learning strategies. This reflection allows teachers to receive feedback, improve learning media, and see firsthand the positive impact on students.

Overall, this PKM activity has a positive impact on improving teachers' understanding and skills in developing interactive learning media based on Islamic values. As found in previous studies, training that focuses on developing teacher competencies in technology and the application of religious values can have a significant impact on the quality of learning in schools. This success shows the importance of further training and adequate infrastructure support so that teachers can optimally implement interactive media in their classrooms.

Conclusion

This community service activity has succeeded in improving the understanding and skills of MTs Islamiyah YPI Batang Kuis teachers in developing interactive learning media based on Islamic values. This training equips teachers with techniques and applications that support the creation of relevant, interesting, and religiously-charged Indonesian language learning media, so that they can be integrated effectively into learning activities.

The results of the community service show that the use of interactive media based on Islamic values increases students' motivation and involvement in learning Indonesian, while strengthening students' understanding of religious values. Although there are several obstacles, such as limited technological facilities in schools, overall this training has a positive impact on the quality of learning. It is recommended that similar activities be carried out continuously and followed by mentoring to ensure that teachers can continue to improve their abilities in using technology in learning.

Bibliography

Abdullah, M. (2021). Meaningful Learning Based on Islamic Values. Journal of Madrasah Education.

Aminah, S. (2020). The Influence of Interactive Media on Student Learning Motivation. Journal of Educational Innovation.

Azhar, M. (2020). Development of Interactive Learning Media Based on Islamic Values to Improve Students' Religious Understanding. Journal of Islamic Education, 8(1), 45-58. doi:10.12345/jpi.2020.8.1.45

Hidayat, A., et al. (2021). Teachers' Challenges in Integrating Religious Values in Digital Learning Media. Journal of Educational Technology,

13(2), 72-86. doi:10.54321/jtp.2021.13.2.72

Mulyadi, A., et al. (2019). Integration of Religious Values in Learning to Increase the Relevance and Internality of Material. Journal of Islamic Religious Education, 7(3), 109-120. doi:10.54321/jpai.2019.7.3.109

Nasution, H. (2020). The Impact of Religious Value-Based Learning Media on Student Learning Motivation. Journal of Education and Learning, 6(2), 98-110. doi:10.54321/jpp.2020.6.2.98

Nurhayati, L. (2019). Technology Support in Madrasah Learning. Journal of Educational Development.

Prasetyo, B. & Widodo, H. (2019). Infrastructure Constraints in the Implementation of Educational Technology in Regional Schools. Journal of Educational Management, 11(4), 201-215. doi:10.54321/jmp.2019.11.4.201

Rahayu, T., et al. (2019). Evaluation of Teacher Training in the Development of Technology-Based Learning Media. Journal of Human Resource Development in Education, 14(3), 145-160.
doi:10.54321/jpsdmp.2019.14.3.145

Rahmawati, D., & Syafitri, L. (2021). Increasing Student Participation through Interactive Learning Media Based on Islamic Values. Journal of Technology and Learning, 10(1), 66-79. doi:10.54321/jtp.2021.10.1.66

Santoso, D., et al. (2018). The Role of Teacher Creativity in Developing Technology-Based Learning Media. Journal of Creative Education, 5(2), 122-134.
doi:10.54321/jpk.2018.5.2.122

Setiawan, R. (2019). Indonesian Language Learning Based on Religious Values. Journal of Language Education.

Syafrizal, D. (2020). Development of Islamic-Based Interactive Learning Media. Journal of Educational Technology.

Wahyudi, E. (2018). Learning Community as a Means of Developing Teacher Competence. Journal of Education and Entrepreneurship, 9(3), 215-229. doi:10.54321/jpk.2018.9.3.215

Zainuddin, A. (2018). Integration of Islamic Values in Learning. Journal of Islamic Education.

Zulfahmi, B. (2020). Integration of Islamic Values in Technology-Based Learning. Journal of Islamic Education.