



# The Role of Islamic religious education teachers in improving material mastery at Swadhipa Natar High School

Fidia Elok Wulandari<sup>1</sup>, Yoga Anjas Pratama<sup>2\*</sup>

<sup>1</sup>Universitas Islam Negeri Raden Intan Lampung, Indonesia

<sup>2</sup>Institut Teknologi Sumatera, Indonesia

\*yoga.pratama@ki.itera.ac.id

## Abstract

*This study aims to determine the role of Islamic Education (PAI) teachers in the use of computer-based multimedia to improve mastery of learning materials in class XI at Swadhipa Natar High School, South Lampung. This study uses a descriptive qualitative approach. Data collection techniques included observation, interviews, and documentation, while data analysis used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data validity was tested through source triangulation. The results of this study indicate that PAI teachers have systematically used computer-based multimedia across three stages: planning, implementation, and evaluation or follow-up. In the planning stage, teachers prepare materials and media, such as videos, PowerPoint presentations, LCDs, and audio, tailored to the learning material. In the implementation stage, teachers present the material through videos and presentations and supervise to ensure that learning takes place in a conducive manner. In the evaluation or follow-up stage, teachers administer tests and assignments, including remedial programs for students who have not met the minimum competency standard. The use of computer-based multimedia has been proven to improve students' mastery of Islamic Religious Education material, as demonstrated by an increase in the Minimum Passing Criteria (KKM) obtained by students, from 40% learning completeness obtained in the pre-survey to 100% after the application of computer-based multimedia in Islamic Religious Education learning. The implications of this study confirm that integrating structured computer-based multimedia can be an effective step toward improving the quality of Islamic Religious Education and student learning outcomes.*

**Keywords:** *The Role of Teachers; Computer-Based Multimedia; Mastery of Material; Islamic Religious Education*

## Abstrak

Penelitian ini bertujuan untuk mengetahui peran guru Pendidikan Agama Islam (PAI) dalam penggunaan multimedia berbasis komputer untuk meningkatkan penguasaan materi pembelajaran di kelas XI SMA Swadhipa Natar, Lampung Selatan. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Validitas data diuji melalui triangulasi sumber. Hasil penelitian ini menunjukkan bahwa guru PAI telah secara sistematis menggunakan multimedia berbasis komputer melalui tiga tahapan: perencanaan, implementasi, dan evaluasi atau tindak lanjut. Pada tahap perencanaan, guru menyiapkan materi dan media, seperti video, presentasi PowerPoint, LCD, dan audio, yang disesuaikan dengan materi pembelajaran. Pada tahap implementasi, guru menyampaikan materi melalui video dan presentasi serta

melakukan supervisi untuk memastikan pembelajaran berlangsung secara kondusif. Pada tahap evaluasi atau tindak lanjut, guru memberikan tes dan tugas, termasuk program remedial bagi siswa yang belum memenuhi standar kompetensi minimum. Penggunaan multimedia berbasis komputer telah terbukti meningkatkan penguasaan materi Pendidikan Agama Islam oleh siswa, sebagaimana ditunjukkan oleh peningkatan Kriteria Kelulusan Minimum (KKM) yang diperoleh siswa, dari 40% kelengkapan pembelajaran yang diperoleh pada survei pra-penerapan menjadi 100% setelah penerapan multimedia berbasis komputer dalam pembelajaran Pendidikan Agama Islam. Implikasi dari penelitian ini menegaskan bahwa pengintegrasian multimedia berbasis komputer yang terstruktur dapat menjadi langkah efektif untuk meningkatkan kualitas Pendidikan Agama Islam dan hasil belajar siswa.

**Kata Kunci:** Peran Guru; Multimedia Berbasis Komputer; Penguasaan Materi; Pendidikan Agama Islam

## **Introduction**

Technological developments in this digital age have influenced the development of science, especially in school education. Some of these impacts include the emergence of electronic mass media (e-books, journal articles, etc.) that students can access without restriction, anywhere and anytime. This impact then affects the quality of learning. Therefore, to achieve effective learning aligned with the times, teachers, parents, and students need to engage in digital literacy and stay updated on the latest developments (Wulandari, 2023). In today's digital age, learning is no longer understood as merely the delivery of material or information from teachers to students (Paruntu, Nadia, & Kholifah). Instead, learning needs to be directed towards an active, creative, and meaningful learning process in line with the national education goal, which is to create a learning process that enables students to actively develop their potential, so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed in social, national, and state life. Thus, learning is not only oriented towards cognitive development, but also includes the integrated development of affective and psychomotor aspects (Republik Indonesia, 2003).

However, in achieving these objectives, it is necessary to use multimedia as a learning support tool so that the material presented is more easily understood by students and increases positive emotions and behavior during the learning process (Siswanti & Daud, 2024). The use of multimedia makes learning more interesting, interactive, and contextual, thereby increasing students' interest in learning and their active involvement in the learning process (Sofyannudin & El-Yunusi, 2025). Teachers, as professionals, certainly play a strategic role in educating, guiding, and directing students (Indriawati et al., 2025) so that they become a generation that is competitive, has good morals (Illahi, 2020), is emotionally mature, and spiritually strong. This role is certainly not limited to the conventional delivery of material from teachers to students, but requires skills in using multimedia, such as computer-based media, to support the improvement of mastery of learning material.

Teachers in classroom-based learning often overlook the use of technology or multimedia to support learning because they find it difficult to prepare and use technology-based learning media (Barokah et al., 2025). This results in a lack of media use as a learning aid, making learning less effective and less interesting for students. This

situation must be avoided to ensure the learning process proceeds as expected. In Islamic Religious Education at the high school level, a multimedia-based learning approach is highly needed. This is so that learning is not only about teachers delivering material to students; teachers can also provide a more practical, concrete learning experience.

The use of multimedia in Islamic Religious Education is expected to help students understand the learning material in depth (Aziz & Muhammad, 2025) and encourage active student involvement in the learning process, thereby enabling the objectives of Islamic Religious Education to be optimally achieved. Based on the author's pre-survey interviews with Islamic Education teachers at Swadhipa Natar High School, it was found that they had delivered the learning materials in accordance with the existing curriculum. However, the problem was the diversity in students' mastery of the learning materials (some students had strong mastery, while others had weak mastery). This diversity in students' mastery of Islamic Religious Education learning materials is due to several factors, including the limited use of computer-based multimedia in learning. The following table presents the results of the pre-survey on mastery of Islamic Religious Education learning materials in Class XI at Swadhipa Natar High School in South Lampung.

**Table 1.** Results of Documentation of Mastery of Islamic Education Learning Materials on Competency Standards for Understanding Islamic Law Provisions on the Management of Corpses, Among Students in Grade XI at Swadhipa High School, Natar District, South Lampung Regency.

No	Student Name	Classes	Practical Exam Scores	Description
1	ASO	XI-1	70	Passed
2	STI	XI-1	65	Not Passed
3	MAD	XI-1	60	Not Passed
4	NNA	XI-1	75	Passed
5	AARA	XI-1	70	Passed
6	MPA	XI-2	70	Passed
7	PAL	XI-2	65	Not Passed
8	ZAN	XI-2	55	Not Passed
9	EAA	XI-2	70	Passed
10	RPA	XI-2	60	Not Passed
11	BDN	XI-3	70	Passed
12	PNO	XI-3	65	Not Passed
13	IMS	XI-3	60	Not Passed
14	USI	XI-3	60	Not Passed
15	INI	XI-3	65	Not Passed
16	AWB	XI-4	70	Passed
17	GYO	XI-4	60	Not Passed
18	SKA	XI-4	70	Passed
19	YRN	XI-4	65	Not Passed
20	WPS	XI-4	60	Not Passed

Source: Research documentation results

From the table 1. above, it can be seen that of the 20 grade XI students in Islamic Religious Education, 8 met the Minimum Completion Criteria (KKM) for the material, while the other 12 did not. From this, it can be seen that there is a gap or problem: Islamic Religious Education teachers have delivered the learning material in accordance with the existing curriculum, yet many students in class XI at Swadhipa Natar High School still

have low mastery of the material. This can be seen in the fact that 12 students did not achieve the MOC in Islamic Religious Education: material on Islamic Law and Provisions on the Management of Corpses. (Results of the Islamic Religious Education Learning Pre-Survey).

Based on this, the author intends to conduct in-depth research related to "The Role of Islamic Religious Education (PAI) Teachers in the Use of Computer-Based Multimedia to Improve Students' Mastery of Material in Islamic Religious Education at Swadhipa High School, Natar District, South Lampung Regency. This study aims to determine the role of Islamic Religious Education teachers in utilizing computer-based multimedia to improve students' mastery of Islamic Religious Education learning materials at Swadhipa High School, Natar, South Lampung. Based on the author's search of previous studies, several were found to be related to the author's research. However, these studies had different focuses, contexts, and approaches from the author's research. These differences confirm the novelty of this research. The following are some previous studies that are relevant to the author's research:

*First*, research conducted by Lovardi Dwanda Putra discusses the use of computer-based multimedia learning to improve the competence of teachers at the Al-Qur'an Education Park (TPA) in Yogyakarta. The main focus of this study was on efforts to improve teacher competence through the use of computer-based multimedia, so that *Qiroati* learning in TPA could be carried out more effectively and interestingly (Putra). Thus, this study's orientation emphasized the development of teacher professionalism. The difference from the author's research lies in the study's focus and context. The author's research does not focus solely on improving teacher competence, but rather on the role of Islamic Education teachers in utilizing computer-based multimedia to improve students' mastery of learning materials. In addition, the research context is different: the author's research was conducted in formal education at the high school level, while the previous research was conducted in non-formal educational institutions, namely TPA, with a focus on the *Qiroati* learning method.

*Second*, research conducted by Fatimatus Zahro, Siti Latifa Syahda, and Lailatun Ni'mah found that multimedia-based learning at Namira Junior High School was able to improve students' understanding and engagement, particularly in Islamic Religious Education subjects. This study emphasizes the effectiveness of multimedia as a learning model in improving student activity and learning outcomes (Zahro, Syahda, & Ni'mah, 2025). The difference between this study and previous studies lies in their approaches and focuses. Previous studies used the Classroom Action Research (CAR) method, focusing on the implementation of multimedia learning models and on improving student learning outcomes. Meanwhile, this study is a qualitative examination of the role of Islamic Education teachers in using computer-based multimedia to improve students' mastery of the material. This study not only examines the impact of multimedia use but also the process of its utilization, from planning, implementation, and evaluation to the follow-up stages of learning.

*Third*, research conducted by Jerry Doni and Daniel Nubationis states that the integration of multimedia in spiritual guidance is an effective strategy for improving the quality of spiritual education at SMTK Willfonger Krayan. Their research shows that

multimedia use can increase students' interest and participation in spiritual activities. The focus of this research is on the implementation of multimedia in spiritual guidance activities. The difference between this study and previous studies lies in the context, subject, and focus. Previous studies were conducted in Christian schools (SMTK Willfonger) and focused on general spiritual activities (Doni & Nubationis, 2024). Meanwhile, this study was conducted in high schools on Islamic Religious Education (IRE) and specifically examined the role of IRE teachers in using computer-based multimedia to enhance mastery of learning materials.

Based on several previous studies, multimedia use can increase students' interest, participation, understanding, and involvement in learning. Thus, it aligns with the author's study/research on teachers' use of computer-based multimedia to improve students' mastery of Islamic Religious Education learning materials. This research specifically aims to determine the role of Islamic Religious Education teachers in utilizing computer-based multimedia in learning, and its impact on improving students' mastery of the material. This objective was formulated based on problems found in the field, namely the low level of mastery of material by students in Islamic Religious Education learning. The novelty of the author's research lies in the study's focus, which places Islamic Religious Education teachers as the main subjects in the use of computer-based multimedia, with the aim of improving students' mastery of learning materials at the high school level. This study not only assesses the effectiveness of multimedia but also analyzes the roles and steps teachers take in integrating multimedia into the learning process, thereby contributing new insights to the development of technology-based Islamic Religious Education.

## Research Method

This study is a qualitative study that aims to understand issues through the views of informants, information obtained, and field-based facts, in depth and comprehensively (Pratama et al., 2025). The approach used is descriptive, which seeks to systematically, factually, and accurately describe and depict a phenomenon (Jusuf, 2012). According to Moleong, descriptive qualitative research produces data in the form of words (Mardatillah & Murhayati, 2025), images, and not numbers. This data is obtained through various data collection techniques, such as interviews, observations, field notes, photos, videos, documentation, personal notes, memos, and various other forms of documentation relevant to the research context (Moleong, 2025). Thus, the author's research seeks to present a comprehensive picture of the role of Islamic Education teachers in using computer-based multimedia to improve students' mastery of Islamic Education learning materials.

This research was conducted in the 11th grade of Swadhipa High School, Natar, South Lampung, with the following research subjects: (1) Islamic Education teachers of the 11th grade of Swadhipa High School, Natar, South Lampung, (2) 20 students of the 11th grade of Swadhipa High School, Natar, South Lampung. The research objectives were: (1) the role of Islamic Education teachers in utilizing computer-based multimedia to improve students' mastery of the material, and (2) the impact of the use of computer-based multimedia on students' mastery of the material.

To obtain the expected data, the author collected data in the field using several data collection tools, as follows: (1) observation, which the author used to observe the research subjects (Tanzeh, 2009) or events that occurred in the field, (2) interviews, which the author used to examine relevant data in greater depth, based on data sources in the form of Islamic Education teachers and students in grade XI at Swadhipa High School, Natar, South Lampung, conducted using an interview guide (Nazir, 2008) (3) documentation, which the author used to supplement other data obtained using other data collection techniques. The data obtained using this method included photographs, videos, field notes, and other data relevant to the author's research (Arikunto, 2006).

Based on the research data, the author analyzed the data using the Miles and Huberman data analysis technique, as cited by Sugiyono, consisting of data reduction, data display, and data conclusion/drawing/verification (Sugiyono, 2013; Rahmani et al., 2025). The analyzed data were then tested for validity using the source triangulation technique, namely, checking the data obtained from several other sources (Sugiyono, 2013; Fikri et al., 2025). In this case, the author conducted source triangulation by comparing and matching data from several sources, such as: the results of in-depth interviews between Islamic Education teachers and students in grade XI at Swadhipa Natar High School, the results of observations of the role of teachers in the use of computer-based multimedia, the impact on students' mastery of the material after the role of Islamic Education teachers in the use of computer-based multimedia, and the results of field documentation.

Thus, through the application of systematic data collection techniques and structured data analysis, this study is expected to produce valid, objective, and scientifically accountable findings. The use of observation, interviews, and documentation, combined with Miles and Huberman's data analysis model and data validity testing through source triangulation, ensures that the data obtained accurately reflect the field conditions. Therefore, the research methods used in this study are considered appropriate and relevant for revealing in depth the role of Islamic Education teachers in the use of computer-based multimedia to improve students' mastery of Islamic Education learning materials in grade XI at Swadhipa High School, Natar, South Lampung.

## **Results and Discussion**

### **A. Implementation of computer-based multimedia in Islamic religious education learning at Swadhipa Natar High School**

The use of computer-based multimedia at Swadhipa High School has not been implemented evenly in all subjects. Among the several subjects available, Islamic Religious Education is one that has used computer-based multimedia in the learning process. This utilization is carried out by Islamic Religious Education teachers through the delivery of PowerPoint materials and the screening of educational videos. This is as stated by the Islamic Religious Education teacher at Swadhipa Natar High School, who said that not all teachers can use multimedia in teaching. However, in Islamic Religious Education, multimedia has been used, including PowerPoint presentations, practice videos, audio, and LCDs, in the material on handling the deceased.

This condition aligns with the opinion of Widiasti et al., who stated that multimedia is effective in improving the quality of learning, among other things, by increasing student engagement, enhancing the accessibility and flexibility of learning, deepening understanding of the material, and improving the efficiency of the learning process. Based on this theoretical framework, it can be understood that Islamic Religious Education teachers at Swadhipa High School, Natar District, South Lampung Regency, have utilized computer-based multimedia to improve students' mastery of learning materials.

Computer-based multimedia use is carried out through systematic stages, from planning to follow-up. This pattern is in line with Oemar Hamalik's opinion that the learning process must go through three main stages, namely the analysis stage (formulation and determination of learning objectives), the synthesis stage (planning the learning process), and the evaluation stage (testing or assessing the process that has been carried out) (Hamalik, 2009). In addition, research by Eko Budi Santoso et al. also confirms that the effectiveness of the teaching and learning process can be seen in the learning management system, including planning, implementation, and evaluation or follow-up (Santoso et al., 2023). In the context of Islamic Religious Education at Swadhipa High School, Natar, South Lampung, teachers have implemented the use of computer-based multimedia through several stages, as follows:

*First*, planning. At this planning stage, Islamic Education teachers make preparations before classroom learning begins. These preparations are carried out by teachers in the form of: (1) selecting and preparing the material to be delivered. In this case, Islamic Education teachers have selected teaching materials that are suitable for delivery using certain media, as stated by the Islamic Education teacher at Swadhipa Natar High School, that: there are many things that I consider when selecting material, which I consider are the objectives of the material, whether the objectives are only cognitive aspects, or include affective and psychomotor aspects. If it covers all three, I usually use computer-based multimedia to improve learning efficiency and make it easier for students to understand the material I deliver.

(2) selecting and preparing appropriate media or equipment to be used in delivering teaching materials. In this case, Islamic Education teachers usually use PowerPoint, LCD, laptops, videos, audio, and so on. This is as stated by the Islamic Education teacher at Swadhipa Natar High School, who said: I use LCD and video for certain materials so that students can see the practice directly in the video, and they can easily understand the material I am presenting. I also made preparations in advance for the necessary tools, such as laptops, audio equipment, and LCDs. In addition, I looked for compatibility between the teaching materials and the multimedia I would use. I have applied this in the material on handling the deceased, so before the practice, students can see how to handle the deceased in the video.

*Second*, implementation. After preparing the learning materials and computer-based teaching media or tools (videos, PowerPoint, LCD, audio, etc.), the Islamic Education teacher at Swadhipa Natar High School then carried out the implementation stage: the teacher's delivery of Islamic Education lessons using computer-based multimedia as the teaching medium.

In line with this, based on the researcher's observations, it was found that Islamic Education teachers at Swadhipa Natar High School conducted lessons by showing videos on handling the deceased, instructing students to watch them, and, to further deepen their understanding of the material, delivering the material through PowerPoint presentations. This is also in line with what was conveyed by the Islamic Education teacher at Swadhipa Natar High School, who said: "After the preparations were complete, I then carried out the lesson. I showed a video on handling corpses, delivered the material via PowerPoint, and afterwards we practiced handling corpses.

In addition to directing students to watch videos and other teaching materials, teachers also monitor and supervise the classroom to ensure learning takes place in a conducive environment and to foster a safe, enjoyable classroom atmosphere. This is in line with what the Islamic Education teacher at Swadhipa Natar High School said: "I also observe and monitor students during the learning process so that students do not play around during learning, remain focused, and the class becomes conducive and enjoyable. In addition, during this process, teachers adjust contrast, images, and colors so that students feel safe and do not experience visual disturbances during learning. This was observed by the researcher in the classroom during the learning process.

Third, evaluation or follow-up. The next stage is evaluation or follow-up, an important part of providing feedback to inform the next stage of learning planning (Sunaryati et al., 2024). Thus, follow-up cannot be separated from the overall series of computer-based multimedia utilization in learning, because it serves to assess the effectiveness of the learning that has been carried out and determine the next steps for improvement.

The Islamic Education teacher at Swadhipa Natar High School said that evaluation and follow-up are carried out after the learning process, and that computer-based multimedia has been used. This evaluation or follow-up takes the form of assignments, either individual or group, that are still directly related to the material taught previously. The assignments given can be homework or assignments completed at school. If the material taught is related to practice or practical work, the assignments will also be in the form of practical work, so that students not only understand the material theoretically but can also apply it directly.

Furthermore, the Islamic Education teacher at Swadhipa Natar High School explained that tests are always given after the delivery of material, including material delivered using computer-based multimedia. The tests given also vary, including memorization tests, written tests, and other forms of evaluation tailored to the material's characteristics. This is done to obtain information on students' mastery of the material and to serve as a basis for designing follow-up learning plans.

Based on interviews with Islamic Education teachers at Swadhipa Natar High School, it was found that learning evaluation is an integral part of the multimedia-based learning process. Teachers stated that after delivering material via PowerPoint and educational videos, students are always given tests to assess their understanding. The teacher also emphasized that the test results are used as a basis for reflection to determine whether learning can continue to the next material or whether it is necessary to reinforce the previous material. In addition, from the researcher's classroom observations, it was

found that after the learning activities, the teacher systematically administered evaluation questions to students, both orally and in written tests. During the learning process, the researcher observed that the teacher replayed the educational video clips to reinforce the material before the students worked on the evaluation questions. This shows that multimedia is not only used in the material delivery stage but also in the learning evaluation stage.

If students have achieved the expected level of mastery, the teacher will continue with the next topic. Conversely, if most students have not yet reached that level of mastery, the teacher will evaluate the learning methods and media used. Based on the interview results, the Islamic Education teacher at Swadhipa Natar High School said that the evaluation or follow-up includes reviewing the clarity of the material delivery, the suitability of the media used, and the level of student engagement during the learning process.

Furthermore, for students who experience learning difficulties, teachers provide additional guidance by re-explaining the material, re-showing key parts of the learning videos, and directing students to review the material through the digital teaching materials provided. The researcher's observations found that teachers actively assist students who experience difficulties, so that students have the opportunity to re-understand material that they have not yet mastered. For students who have not achieved the Minimum Completion Rate (KKM), teachers provide remedial programs as a follow-up solution. These remedial programs use re-used computer-based multimedia, such as learning videos and simplified slide decks, so students can review their learning in a more focused and effective manner.

From the above explanation, it can be concluded that evaluation or follow-up plays a very strategic role in the use of computer-based multimedia. This is because evaluation results from tests and other assessments provide accurate information about students' mastery of the material. This information serves as a basis for teachers to redesign or refine the next learning process, including determining more effective use of computer-based multimedia.

Planning, implementation, and evaluation (or follow-up) carried out by teachers are an integral part of the learning process and the use of computer-based multimedia to improve mastery of Islamic Religious Education materials. From the previous explanation, it can be understood that the role of Islamic Religious Education teachers in the use of computer-based multimedia at Swadhipa Natar High School has been well implemented, namely: through the process of planning, implementation, and evaluation or follow-up, thereby improving students' mastery of Islamic Religious Education learning materials.

## **B. The Impact of computer-based multimedia utilization on the mastery of Islamic education material for students at Swadhipa Natar High School**

The use of computer-based multimedia in Islamic Religious Education has had a positive impact on students' mastery of the material. Computer-based multimedia, such as videos, PowerPoint presentations, audio, LCDs, and so on, can provide concrete learning and improve students' understanding or mastery of the material. This aligns with Muhammad Aprisa's research, which found that PowerPoint presentations can

improve students' understanding (Apriansa & Saidah, 2025). Furthermore, Mayang Serungke et al. reported in their research that audiovisual media, such as videos, can facilitate students' understanding of the material, make learning more communicative, and motivate students to learn (Serungke et al., 2023).

From the above, it can be seen that the use of computer-based multimedia, such as videos, PowerPoint presentations, audio, and LCDs, can improve students' understanding and mastery of the material, making learning concrete, communicative, and motivating. This is as stated by ASO (initials), a student in class XI 1, who said: I like learning with videos and LCDs because they make it easier to understand the material, especially material about handling corpses. With videos and PowerPoint presentations, I can see the practice directly and understand the material presented. In addition, I become more enthusiastic about learning because the material becomes interesting to study.

MPA (initials) class XI 2 said the same thing as the previous statement: not all learning materials are easy to learn, especially issues related to procedures for handling corpses, which have never been done before. So, it would be difficult if the material were only explained or given; with the delivery of material through video, LCD, and PowerPoint, I can better understand it, since there are practice videos. I also prefer that teachers use computer-based multimedia in classroom learning. This was also reinforced by the statement of BDN (initials) from class XI 3, who said that he preferred Islamic Religious Education lessons using computer-based multimedia, videos, and LCDs because, in his opinion, these lessons were more interesting, motivating, and made it easier for him to understand the material, compared to lessons that only used lectures, which made him bored and less enthusiastic.

SKA (initials) from class XI 4 said that yesterday, the Islamic Education teacher used PowerPoint and an LCD projector when explaining how to handle a corpse. I liked the lesson because it motivated me to learn. A video about handling the deceased was also shown, which helped me understand the process even better. The same sentiment was expressed by EAA (initials) from class XI 4, who said she enjoys learning Islamic education with many practical components, as the material is often explained through videos, making it easier to understand.

From the data presented above, it is evident that Islamic Education teachers have utilized computer-based multimedia in their lessons, and as a result, students find it easier to understand and master the material presented, and are more enthusiastic, happy, and motivated to participate in classroom learning. This is also conveyed by the Islamic Education teacher at Swadhipa Natar High School, who said that after conducting lessons using computer-based multimedia, such as videos, PowerPoint presentations, and LCD projectors, students became more enthusiastic about listening to the lessons because of the images and sounds that were easy to see and understand. Furthermore, the learning outcomes show that students in grade XI at Swadhipa High School, Natar, South Lampung, increased their mastery of the learning material after using computer-based multimedia in Islamic Religious Education lessons. These learning outcomes can be seen in the following table:

**Table 2.** Results of Documentation of Mastery of Islamic Education Learning Materials on Competency Standards for Understanding Islamic Law Provisions on the Management of Corpses, Among Students in Grade XI at Swadhipa High School, Natar District, South Lampung Regency

Pre-survey of Students' Mastery of Material in Islamic Religious Education					Students' Mastery of Material in Islamic Religious Education Learning After the Implementation of Computer-Based Multimedia		
No	Student Name	Class	Practical Exam Score	Description	Class	Practical Exam Score	Description
1	ASO	XI-1	70	Passed	XI-1	80	Passed
2	STI	XI-1	65	Not Passed	XI-1	75	Passed
3	MAD	XI-1	60	Not Passed	XI-1	80	Passed
4	NNA	XI-1	75	Passed	XI-1	80	Passed
5	AARA	XI-1	70	Passed	XI-1	80	Passed
6	MPA	XI-2	70	Passed	XI-2	75	Passed
7	PAL	XI-2	65	Not Passed	XI-2	75	Passed
8	ZAN	XI-2	55	Not Passed	XI-2	75	Passed
9	EAA	XI-2	70	Passed	XI-2	80	Passed
10	RPA	XI-2	60	Not Passed	XI-2	75	Passed
11	BDN	XI-3	70	Passed	XI-3	70	Passed
12	PNO	XI-3	65	Not Passed	XI-3	75	Passed
13	IMS	XI-3	60	Not Passed	XI-3	70	Passed
14	USI	XI-3	60	Not Passed	XI-3	85	Passed
15	INI	XI-3	65	Not Passed	XI-3	75	Passed
16	AWB	XI-4	70	Passed	XI-4	80	Passed
17	GYO	XI-4	60	Not Passed	XI-4	75	Passed
18	SKA	XI-4	70	Passed	XI-4	85	Passed
19	YRN	XI-4	65	Not Passed	XI-4	75	Passed
20	WPS	XI-4	60	Not Passed	XI-4	80	Passed

Source: Research documentation results

From the table 2. above, it can be understood that after the use or application of computer-based multimedia in the form of videos, PowerPoint presentations, audio, and LCDs in Islamic Religious Education lessons, there was an increase in the mastery of Islamic Religious Education material among students in grade XI at Swadhipa High School, Natar, South Lampung. This is evidenced by the results of the students' practical examination on handling corpses, where all 20 students, comprising grades XI 1, XI 2, XI 3, and XI 4, received passing grades (above the Minimum Passing Grade (KKM)). This is in contrast to the results of the pre-survey before the implementation of computer-based multimedia in Islamic Religious Education learning, where out of 20 students from classes XI 1, XI 2, XI 3, and XI 4, 12 students received a failing grade (below the Minimum Passing Grade (KKM), which is a minimum of 70).

### **C. The role of Islamic religious education teachers in utilizing computer-based multimedia to improve material mastery at SMA Swadhipa Natar**

Ramayulis states that Islamic Religious Education teachers are educators who are faithful, believe in Allah SWT, are sincere, have noble character, can serve as role models, and possess teaching competencies, such as personality competencies, mastery of teaching materials, and teaching methods (Ramayulis, 2008). From this opinion, it can be understood that Islamic Education teachers have a duty, one of which is to conduct learning using teaching methods. The success of classroom learning cannot be separated from the teacher's role in managing it. The success or failure of learning in the classroom is determined by how teachers manage learning (Andini et al., 2024) and by how they use media or tools to support it.

The Islamic Education teacher for grade XI at Swadhipa High School, Natar, South Lampung, has used computer-based multimedia to support successful learning. This use of computer-based multimedia is certainly in line with Sutiman's theory that multimedia can take the form of text, graphics, sound, and video, producing amazing presentations (Sutiman, 2013). Furthermore, Oemar Hamalik states that multimedia can create dynamic, interactive presentations (Hamalik, 2009). In this case, Islamic Education teachers use this by optimizing the role of computers to present material on procedures for handling the deceased, including videos, PowerPoint presentations, LCDs, and so on.

The use of computer-based multimedia by Islamic Education teachers aims to improve understanding or mastery of Islamic Education learning materials. This aligns with what Irika Widiasti et al. stated: that multimedia is effective in improving learning, such as increasing student engagement, enhancing the accessibility and flexibility of learning, improving students' understanding of learning materials, and increasing learning efficiency (Widiasanti et al., 2023).

Based on the above opinion, Islamic Education teachers at Swadhipa High School, Natar, South Lampung have utilized computer-based multimedia to improve students' mastery of Islamic Education learning materials, which is carried out through the following steps: planning, implementation, and evaluation or follow-up (Santoso et al., 2023). In the planning stage, Islamic Education teachers at Swadhipa High School in Natar selected and prepared learning materials and media or tools to support classroom delivery. In this case, teachers chose to use computer-based multimedia to support Islamic Education learning with material on the handling of the deceased.

In practice, teachers conduct Islamic Religious Education lessons using multimedia on computers to support their teaching. In addition, teachers also do the following in class: give instructions or guidance during lessons, show instructional videos, display material using PowerPoint, and monitor the learning process to ensure a conducive classroom environment. Teachers conduct evaluations or follow-ups in the form of assignments or tests after delivering material in class. Assignments can be homework or in-class, while tests can be memorization tests, written tests, or other types. These assignments or tests are carried out to assess students' understanding of the material studied and to provide follow-up to determine whether learning can continue to the next material or whether it is necessary to reinforce previously studied material.

From the steps taken to utilize computer-based multimedia in Islamic Religious Education lessons in grades XI 1–4 at Swadhipa High School, Natar, South Lampung, the results showed an increase in students' mastery of the material. In the pre-survey stage, it was found that out of a total of 20 students, 12 students (60%) did not meet the Minimum Mastery Criteria (KKM), while 8 students (40%) had met the KKM. After the implementation of computer-based multimedia in the learning process, the students' learning outcomes showed a significant improvement, where all students (100%) met the MOC in Islamic Religious Education.

These findings indicate that the use of computer-based multimedia enhances students' mastery of Islamic Religious Education learning materials. The results of this study align with previous studies, which show that the use of technology-based learning media, such as videos and audiovisual materials, can make it easier for students to understand the material, make learning more concrete and communicative, and increase students' interest and motivation to learn. In addition, presenting material through learning videos provides a more realistic learning experience, making Islamic Religious Education more appealing and easier to understand for students. This study identified a new aspect: the role of Islamic Religious Education teachers in utilizing computer-based multimedia through the following steps: planning, implementation, and evaluation or follow-up. The utilization carried out has resulted in an increase in students' understanding of Islamic Religious Education learning materials.

## Conclusion

The use of multimedia in learning is urgent because it can improve the learning process, making it more effective and increasing students' understanding or mastery of the material (Widiasanti et al., 2023). Based on the results of data analysis, it was found that Islamic Education teachers at Swadhipa High School have utilized computer-based multimedia through the following steps: (1) planning, which involves selecting and preparing learning materials and media or tools to be used in learning, (2) implementation, namely conducting classroom learning using multimedia, such as videos, PowerPoint presentations, and LCD projectors, as well as monitoring during the learning activities (3) evaluation, namely evaluating learning by giving assignments or tests after the teacher has finished delivering the material. From the steps taken, it can be seen that the use of computer-based multimedia can improve students' understanding and mastery of Islamic Education learning materials. This is demonstrated by the increase in and the achievement of the Minimum Completion Criteria (KKM) for students as a whole. During the pre-survey, only 40% of grade XI students at Swadhipa High School passed or achieved the KKM score; after the role of Islamic Education teachers in utilizing computer-based multimedia in Islamic Education learning, this increased to 100% of students who passed or achieved the KKM score.

## References

- Andini, M., Ramdhani, S., Suriansyah, A., & Cinantya, C. (2024). Peran Guru dalam Menciptakan Proses Belajar yang Menyenangkan. *MARAS: Jurnal Penelitian Multidisiplin*, 2(4), 2298–2305. <https://doi.org/10.60126/maras.v2i4.637>
- Apriansa, M., & Saidah, S. (2025). Penggunaan media visual berupa PowerPoint untuk

- meningkatkan hasil belajar siswa pada pembelajaran Pendidikan Agama Islam di kelas IV SDN 54/IV Danau Teluk Kota Jambi. *Akhlak: Jurnal Pendidikan Agama Islam dan Filsafat*, 2(2), 359–388. <https://doi.org/10.61132/akhlak.v2i2.695>
- Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktik*. Bina Aksara.
- Aziz, A. A., & Muhammad, D. H. (2025). Implementasi media interaktif berbasis multimedia untuk meningkatkan motivasi belajar siswa dalam pembelajaran PAI. *HIJRI: Jurnal Manajemen Kependidikan dan Islam*, 14(1), 110–119. <http://dx.doi.org/10.30821/hijri.v14i1.24119>
- Barokah, T., Sapriani, M., Cahyani, V. J., Astin, H., Negara, M. C., Melany, S. D., Sofwan, M., & Khoirunnisa. (2025). Kesulitan guru dalam mengoptimalkan media pembelajaran berbasis teknologi dalam pembelajaran IPS di sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 290–299. <https://doi.org/10.23969/jp.v10i02.23819>
- Doni, J., & Nubatonis, D. (2024). Pemanfaatan multimedia dalam pembelajaran dan pembinaan kerohanian siswa di SMTK Willfinger Krayan. *Harati: Jurnal Pendidikan Kristen*, 4(2), 212–221. <https://doi.org/10.54170/harati.v4i2.689>
- Fikri, M. H., Murhayati, S., & Darmawan, R. (2025). Kebebasan data dalam penelitian kualitatif. *Jurnal Pendidikan Tambusai*, 9(2), 13057–13065. <https://doi.org/10.31004/jptam.v9i2.27042>
- Hamalik, O. (2009). *Media pendidikan* (Cet. ke-4). Citra Aditya Bakti.
- Illahi, N. (2020). Peranan guru profesional dalam peningkatan prestasi siswa dan mutu pendidikan di era milenial. *Jurnal Asy-Syukriyyah*, 21(1), 1–20. <https://doi.org/10.36769/asy.v21i1.94>
- Indriawati, P., Sari, D. R., Firda, Q. I. D. A., Budiono, N. H., Mariam., & Rakasiwi, M. R. (2025). Implementasi peran dan tugas guru dalam Kurikulum Merdeka. *Kompetensi*, 18(1), 59–74. <https://doi.org/10.36277/kompetensi.v18i1>
- Jusuf, S. (2012). *Pengantar metodologi penelitian*. Mitra Wacana Media.
- Mardatillah, N. A., & Murhayati, S. (2025). Data dan fakta penelitian kualitatif. *Jurnal Pendidikan Tambusai*, 9(2), 13018–13028. <https://doi.org/10.31004/jptam.v9i2.26900>
- Moleong, L. J. (2005). *Metodologi penelitian kualitatif*. Remaja Rosdakarya.
- Nazir, M. (2008). *Metode penelitian*. Ghalia Indonesia.
- Paruntu, P. E., Nadia, L. N., & Kholifah, S. (n.d.). Penerapan model pembelajaran konvensional berbantu media CD interaktif dan TGT terhadap hasil belajar peserta didik. *Jurnal UNNES*, 241–247. <https://share.google/2yrU34xOV4xOIKkVp>
- Pratama, Y. A., Hasanah, U., Yuliati, R., Agung, P., & Nabilla. (2025). Strategi bauran pemasaran 7P dalam membangun citra pendidikan inklusif di MAN 2 Sleman Yogyakarta. *Al-Idarah: Jurnal Kependidikan Islam*, 15(2), 115–132. <https://doi.org/10.24042/5k9c6953>
- Putra, L. D. (2017). Pemanfaatan multimedia pembelajaran berbasis komputer untuk meningkatkan kompetensi guru Taman Pendidikan Al-Qur'an Yogyakarta. *University Research Colloquium*, 285–292. <https://journal.unimma.ac.id/index.php/urecol/article/view/1440>
- Rahmani, D. A., Murhayati, S., & Kholis, I. (2025). Analisis data kualitatif. *Jurnal Pendidikan Tambusai*, 9(2), 13037–13048. <https://doi.org/10.31004/jptam.v9i2.27030>
- Ramayulis. (2008). *Ilmu pendidikan Islam* (Cet. VIII). Kalam Mulia.
- Republik Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (hlm. 2). <https://pusmendik.kemdikbud.go.id/pdf/file-154>

- Santoso, E. B., Hamid, M. A., Warisno, A., Andari, A. A., & Sujarwo, A. (2023). Sistem manajemen perencanaan, pelaksanaan, dan evaluasi pembelajaran di SMP Quran Darul Fatah Lampung Selatan. *Al-Wildan: Jurnal Manajemen Pendidikan Islam*, 1(3), 146–155. <https://doi.org/10.57146/alwildan.v1i3.1520>
- Serungke, M., Sibuea, P., Azzahra, A., Fadillah, M. A., Ramadhani, S., & Arian, R. (2023). Penggunaan media audio visual dalam proses pembelajaran bagi peserta didik. *Jurnal Review Pendidikan dan Pengajaran*, 6(4), 3503–3508. <https://doi.org/10.31004/jrpp.v6i4.22891>
- Siswanti, D. N., & Daud, M. (2024). Pemanfaatan multimedia pembelajaran interaktif bagi guru PAUD. *IMEIJ: Indo-MathEdu Intellectuals Journal*, 5(5), 6567–6577. <https://doi.org/10.54373/imeij.v5i5.1945>
- Sofyannudin, A., & El-Yunusi, M. Y. M. (2025). Penggunaan media pembelajaran berbasis multimedia untuk meningkatkan hasil belajar di SDN Kedungsumur 1 Sidoarjo. *Journal of Innovative and Creativity*, 5(3), 109–122. <https://doi.org/10.31004/joecy.v5i3.642>
- Sugiyono. (2013). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sutirman. (2013). *Media & model-model pembelajaran inovatif*. Graha Ilmu.
- Tanzeh, A. (2009). *Pengantar metodologi penelitian*. Teras.
- Widiasanti, I., Ramadhan, N. A., Alfarizi, M., Fairus, A. N., Oktafiani, A. W., Thafur, D. (2023). Pemanfaatan sarana multimedia dan media internet sebagai alat pembelajaran yang efektif. *Edukatif: Jurnal Ilmu Pendidikan*, 5(3), 1365–1375. <https://doi.org/10.31004/edukatif.v5i3.4939>
- Wulandari, R. (2023). Dampak perkembangan teknologi dalam pendidikan. *Jurnal PGSD Indonesia*, 9(2), 66-76. <https://doi.org/10.250121/jpgsdi.v9i2>
- Zahro, F., Syahda, S. L., & Ni'mah, L. (2025). Implementasi model pembelajaran berbasis multimedia untuk meningkatkan pemahaman dan minat belajar siswa pada mata pelajaran PAI di SMP Namira. *JIEP: Journal of Islamic Education and Pedagogy*, 2(1), 69–77. <https://doi.org/10.62097/jiep.v2i01>