

Implementation of Cartoon Learning Media in Islamic Religious Education Subjects at Rahmat Islamiyah Junior High School Medan

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<p>Abstract: This study aims to describe the implementation of cartoon learning media in Islamic Religious Education subjects at Rahmat Islamiyah Junior High School Medan. The research employed a qualitative approach using a descriptive method. The research participants consisted of the principal, Islamic Religious Education teachers, and students. Data were collected through observation, interviews, and documentation. The findings revealed that the use of cartoon learning media in Islamic Religious Education significantly increased students' attention, interest, and learning motivation. Cartoon media assisted teachers in presenting abstract concepts in a more concrete, engaging, and understandable manner. Furthermore, students became more active during the learning process and were able to retain the learning materials more effectively. Supporting factors included the availability of technological facilities and teachers' creativity in developing instructional media, while inhibiting factors involved limited time and the varying abilities of teachers in designing attractive cartoon media. Therefore, cartoon learning media can serve as an innovative alternative to improve the quality of Islamic Religious Education learning at Rahmat Islamiyah Junior High School Medan.</p>	<p>Keywords: Cartoon Learning Media; Islamic Religious Education; Learning Motivation; Visual Media; Innovative Learning.</p>
<p>Abstrak: Penelitian ini bertujuan untuk mendeskripsikan implementasi media pembelajaran kartun pada mata pelajaran Pendidikan Agama Islam di SMP Rahmat Islamiyah Medan. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri atas kepala sekolah, guru Pendidikan Agama Islam, dan peserta didik. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan media kartun dalam pembelajaran Pendidikan Agama Islam mampu meningkatkan perhatian, minat, dan motivasi belajar peserta didik. Media kartun membantu guru menyampaikan materi yang bersifat abstrak menjadi lebih konkret, menarik, dan mudah dipahami. Selain itu, peserta didik menjadi lebih aktif dalam proses pembelajaran serta lebih mudah mengingat materi yang disampaikan. Faktor pendukung implementasi media kartun meliputi ketersediaan perangkat teknologi dan kreativitas guru dalam mengembangkan media pembelajaran, sedangkan faktor penghambatnya adalah keterbatasan waktu dan kemampuan sebagian guru dalam mendesain media kartun yang menarik. Dengan demikian, media pembelajaran kartun dapat</p>	<p>Keywords: Media Pembelajaran Kartun; Pendidikan Agama Islam; Motivasi Belajar; Media Visual; Pembelajaran Inovatif.</p>

menjadi salah satu alternatif inovatif untuk meningkatkan kualitas pembelajaran Pendidikan Agama Islam di SMP Rahmat Islamiyah Medan.

A. Introduction

Education is a crucial process in developing the quality of human resources who are faithful, pious, possess noble character, and have the intellectual abilities and skills needed in social life. In the context of national education, the learning process is not only oriented toward the transfer of knowledge but also toward character formation based on religious and cultural values. Therefore, effective learning is one of the primary factors in achieving national educational goals (Law of the Republic of Indonesia No. 20 of 2003).

Islamic Religious Education (IRE) plays a strategic role in shaping students' personalities based on Islamic values. Through Islamic Religious Education, students are expected to understand, internalize, and practice Islamic teachings in their daily lives. According to Zakiah Daradjat (2014), Islamic education aims to develop individuals who are faithful, pious, and possess noble character.

However, the implementation of Islamic Religious Education in schools continues to face various challenges. One of the most common problems is the low level of students' interest and motivation in learning. Learning activities that are still dominated by lecture-based methods often make students passive and less actively involved in the learning process. This condition prevents learning objectives from being achieved optimally (Sanjaya, 2016).

The development of information and communication technology has brought significant changes to the educational landscape. Teachers are required to utilize innovative and creative learning media to improve the quality of instruction. Learning media refer to anything that can be used to convey messages and information in ways that stimulate students' thoughts, feelings, attention, and interest in learning (Arsyad, 2019) (Setiawan, 2026) .

Learning media play an important role in helping teachers deliver instructional materials more effectively. The appropriate use of media can enhance students' understanding of the subject matter while creating a more engaging and enjoyable learning atmosphere. Hamalik (2017) states that learning media can stimulate students' motivation and learning activities and generate positive psychological effects.

One type of instructional media that can be utilized in learning is cartoon media. Cartoon media are visual learning tools that present messages through attractive illustrations containing educational content. Cartoons have unique appeal because they can communicate information in a simple, communicative, and easily understandable manner (Sudjana & Rivai, 2017) (Maysarah & Setiawan, 2026).

The use of cartoon media in Islamic Religious Education is considered relevant to the characteristics of junior high school students. At the stage of early adolescence, students tend to be more interested in learning activities that incorporate visual and entertaining elements. Therefore, cartoon media can serve as an alternative approach to increasing student engagement in the learning process.

In addition to attracting students' attention, cartoon media can help explain abstract concepts in Islamic Religious Education. Topics such as morality, worship, Islamic history, and ethical values can be presented through cartoon illustrations that make the material more concrete and easier for students to understand (Munadi, 2018).

In today's digital era, students belong to a generation that is highly familiar with visual media. They tend to absorb information more effectively when it is presented in the form of images, animations, and videos rather than solely through verbal explanations. This situation requires teachers to adapt instructional strategies to students' characteristics in order to make learning more effective (Prensky, 2010).

Based on preliminary observations conducted at SMP Rahmat Islamiyah Medan, it was found that some students still experience difficulties in understanding Islamic Religious Education materials delivered through conventional methods. Several students appeared less focused and less active during classroom instruction. This condition indicates the need for innovative learning media capable of enhancing students' interest and participation.

SMP Rahmat Islamiyah Medan, as one of the Islamic educational institutions, is committed to improving the quality of learning. One of the efforts undertaken is the utilization of various learning media that align with students' needs. The use of cartoon media has emerged as one of the promising alternatives for Islamic Religious Education instruction.

Numerous studies on cartoon-based learning media have demonstrated positive results. Research conducted by Nurrita (2018) revealed that learning media function as effective tools for improving both the learning process and students' academic achievement. Attractive learning media can help students understand instructional materials more easily and enjoyably.

Similarly, a study by Tafonao (2018) found that the use of diverse learning media can increase students' learning motivation and foster more active interactions between teachers and students. Therefore, learning media function not only as teaching aids but also as tools for creating meaningful learning experiences.

Nevertheless, the implementation of cartoon media in Islamic Religious Education still faces several obstacles. Not all teachers possess the skills required to design and develop engaging cartoon media. Furthermore, limitations in facilities and infrastructure may also hinder the implementation of visual-based learning media.

These challenges indicate that the success of cartoon media implementation depends not only on the media itself but also on teachers' competencies in managing the learning process. Teachers need creativity and

skills in selecting and utilizing media that align with instructional objectives (Rusman, 2018).

From the perspective of Islamic education, the use of engaging learning media is consistent with educational and da'wah principles that emphasize ease and effectiveness in delivering messages. Prophet Muhammad (peace be upon him) employed various methods and media suitable to the conditions of his companions so that the messages could be understood effectively (Nahlawi, 2015).

The utilization of cartoon media in Islamic Religious Education can also serve as a means of instilling moral values and Islamic character among students. Through attractive illustrations and stories, students can understand moral principles more easily and apply them in their daily lives.

In addition to improving comprehension of instructional materials, cartoon media can help create a pleasant learning environment. A positive learning atmosphere encourages students to participate more actively in learning activities, thereby enabling learning objectives to be achieved more effectively (Uno, 2021).

Based on the foregoing discussion, it can be understood that cartoon media possess significant potential for enhancing the quality of Islamic Religious Education. However, further investigation is required to gain a deeper understanding of how cartoon media are implemented in classroom practice and what factors influence their success.

Therefore, this study is important to provide a comprehensive description of the implementation of cartoon learning media in Islamic Religious Education at SMP Rahmat Islamiyah Medan. The findings are expected to contribute to the development of innovative and effective learning media for improving the quality of Islamic education.

Specifically, this study aims to: (1) describe the implementation of cartoon learning media in Islamic Religious Education at SMP Rahmat Islamiyah Medan; (2) analyze students' responses to the use of cartoon media in Islamic

Religious Education learning; (3) identify supporting and inhibiting factors affecting the implementation of cartoon learning media; and (4) describe the contribution of cartoon media to improving students' interest, motivation, and understanding of Islamic Religious Education materials.

B. Method

This study employed a qualitative research approach with a descriptive design to explore the implementation of cartoon learning media in Islamic Religious Education (IRE) at SMP Rahmat Islamiyah Medan. Qualitative research is appropriate for investigating social phenomena in their natural settings and for understanding participants' experiences, perceptions, and interactions in depth. The descriptive approach was chosen because it enables researchers to provide a comprehensive portrayal of the implementation process and its outcomes within the educational context (Creswell & Creswell, 2018).

The research was conducted at SMP Rahmat Islamiyah Medan, an Islamic educational institution that integrates religious and general education. The participants of this study consisted of the school principal, Islamic Religious Education teachers, and students who were directly involved in learning activities utilizing cartoon-based instructional media. Participants were selected using purposive sampling, a technique commonly used in qualitative research to identify individuals who possess relevant knowledge and experiences related to the phenomenon under investigation (Patton, 2015).

Data collection was carried out through observation, interviews, and documentation. Classroom observations were conducted to examine how cartoon learning media were implemented during Islamic Religious Education lessons and to identify students' responses to the instructional process. Semi-structured interviews were conducted with teachers, school administrators, and students to obtain in-depth information regarding their experiences, perceptions, and evaluations of the use of cartoon media. Documentation in the

form of lesson plans, learning materials, photographs, and school records was also collected to support and validate the findings (Merriam & Tisdell, 2016).

To ensure the credibility and trustworthiness of the data, this study applied source triangulation and technique triangulation. Source triangulation involved comparing information obtained from different participants, including teachers, students, and the school principal. Technique triangulation was conducted by comparing findings derived from observations, interviews, and documentation. The use of triangulation enhances the validity of qualitative research findings by reducing potential bias and increasing the consistency of the collected data (Lincoln & Guba, 1985).

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three main stages: data condensation, data display, and conclusion drawing and verification. During the data condensation stage, the researcher selected, focused, simplified, and organized the data obtained from the field. The data were then presented systematically through narrative descriptions and thematic categorizations. Finally, conclusions were drawn and continuously verified throughout the research process to ensure their accuracy and consistency with the evidence gathered.

Ethical considerations were carefully observed throughout the study. Prior to data collection, permission was obtained from the school administration, and informed consent was secured from all participants. Participants were informed about the objectives of the study, their voluntary involvement, and their right to withdraw at any stage of the research process. Confidentiality and anonymity were maintained to protect participants' identities and personal information, following established ethical principles in educational research (Cohen, Manion, & Morrison, 2018).

C. Results and Discussion

The findings of this study indicate that the implementation of cartoon learning media in Islamic Religious Education (IRE) at SMP Rahmat Islamiyah Medan has been carried out systematically by integrating visual cartoon content into classroom instruction. Teachers utilized cartoon images, comic-style stories, and digital cartoon presentations to explain various Islamic concepts, including morality (*akhlaq*), worship (*ibadah*), and Islamic history. The use of such media made the learning process more engaging and student-centered, consistent with the view that learning media can facilitate effective communication between teachers and students (Arsyad, 2019).

Based on classroom observations, teachers generally began lessons by presenting cartoon illustrations related to the topic being discussed. These visual representations served as learning stimuli that attracted students' attention and encouraged them to participate in classroom discussions. This finding supports Hamalik's (2017) assertion that instructional media can stimulate learners' interest and enhance their readiness to learn.

The implementation process demonstrated that cartoon media were particularly effective in explaining abstract concepts within Islamic Religious Education. Topics related to honesty, responsibility, respect for parents, and social ethics became easier for students to understand because they were illustrated through relatable cartoon characters and everyday situations. This finding aligns with Munadi's (2018) argument that visual media can transform abstract concepts into more concrete learning experiences.

Interviews with Islamic Religious Education teachers revealed that cartoon media helped reduce students' boredom during lessons. Teachers explained that students were more attentive when learning materials were presented through visual stories rather than conventional lectures. These findings are consistent with Tafonao (2018), who stated that diverse learning media contribute significantly to increasing student engagement and participation.

One of the primary objectives of this study was to describe the implementation of cartoon learning media in Islamic Religious Education. The findings indicate that teachers successfully integrated cartoon media into lesson planning, instructional delivery, and classroom evaluation. Cartoon-based materials were used not only as supplementary resources but also as central components of classroom learning activities. This demonstrates that cartoon media can function as an effective instructional strategy within Islamic education (Rusman, 2018).

Students reported that cartoon-based learning created a more enjoyable classroom atmosphere. Many participants expressed that they felt more comfortable asking questions and sharing opinions during lessons that incorporated cartoons. Such findings support the perspective of Uno (2021), who emphasized that enjoyable learning environments positively influence students' motivation and classroom participation.

Regarding the second research objective, namely analyzing students' responses to the use of cartoon media, the results revealed overwhelmingly positive reactions. Most students indicated that cartoons helped them understand lesson content more easily because the illustrations provided clear visual examples of the concepts being taught. These findings are in line with Nurrita (2018), who highlighted the role of learning media in improving students' comprehension and learning outcomes.

Students also reported that cartoon media increased their enthusiasm for attending Islamic Religious Education classes. Several participants stated that they looked forward to lessons involving cartoons because they found them entertaining and educational at the same time. This suggests that cartoon media can foster intrinsic motivation, which is essential for meaningful learning (Prensky, 2010).

Furthermore, observations revealed that students actively participated in classroom discussions after viewing cartoon-based learning materials. They frequently related the stories presented in cartoons to their own experiences

and daily lives. This active engagement reflects the principles of constructivist learning, where students build understanding through interaction and reflection (Creswell & Creswell, 2018).

The findings also showed that students were able to retain information more effectively when learning materials were presented through cartoons. During classroom evaluations, students demonstrated a better understanding of moral and religious concepts that had been introduced through visual narratives. This supports the argument that visual learning resources facilitate memory retention and cognitive processing (Arsyad, 2019).

Another important finding relates to the development of students' moral understanding. Through cartoon stories depicting positive and negative behaviors, students were encouraged to reflect on ethical issues and Islamic values. Teachers observed that students became more aware of the practical application of Islamic teachings in everyday situations. Such findings are consistent with the objectives of Islamic education as described by Daradjat (2014).

The third objective of this study was to identify supporting factors influencing the implementation of cartoon learning media. The results revealed that teacher creativity was one of the most significant supporting factors. Teachers who possessed digital literacy skills were able to design and adapt cartoon materials according to learning objectives and student needs. This finding is supported by Rusman (2018), who emphasized the importance of teacher competence in educational innovation.

The availability of technological facilities also contributed positively to the successful implementation of cartoon media. Classrooms equipped with projectors, computers, and internet access allowed teachers to present cartoon-based materials effectively. Educational technology has been widely recognized as a key factor in enhancing instructional quality and learner engagement (Prensky, 2010).

Support from school leadership was another important factor. The school administration encouraged teachers to adopt innovative teaching approaches and provided opportunities for professional development. Such institutional support created a positive environment for the implementation of creative learning strategies. According to Cohen, Manion, and Morrison (2018), organizational support plays a crucial role in the successful adoption of educational innovations.

Despite these positive outcomes, the study also identified several inhibiting factors. One challenge was the limited time available for teachers to create high-quality cartoon learning materials. Developing engaging visual content requires considerable preparation, creativity, and technical expertise. Similar challenges have been reported in previous studies on educational media development (Tafonao, 2018).

Another obstacle involved variations in teachers' technological competencies. While some teachers were proficient in using digital tools, others experienced difficulties in designing and editing cartoon-based instructional materials. This finding suggests the need for continuous professional training to improve teachers' technological and pedagogical skills (Rusman, 2018).

Technical limitations occasionally disrupted the learning process. Problems such as unstable internet connections, malfunctioning projectors, or insufficient digital resources affected the implementation of cartoon-based instruction. Although these challenges were not frequent, they highlighted the importance of maintaining adequate educational infrastructure (Prensky, 2010).

The fourth objective of this study was to describe the contribution of cartoon media to students' interest, motivation, and understanding. The findings demonstrated that cartoon media significantly enhanced students' interest in Islamic Religious Education. Students appeared more attentive and enthusiastic during lessons compared to traditional lecture-based sessions. This supports Hamalik's (2017) view that instructional media can stimulate learners' attention and motivation.

In terms of learning motivation, students exhibited greater willingness to participate in classroom activities and complete learning tasks. Teachers reported improvements in students' classroom behavior, including increased participation in discussions and greater confidence in expressing opinions. These findings correspond with Uno's (2021) theory that motivational factors strongly influence learning achievement.

Overall, the results of this study indicate that the implementation of cartoon learning media at SMP Rahmat Islamiyah Medan has contributed positively to the effectiveness of Islamic Religious Education. Cartoon media enhanced student engagement, facilitated understanding of religious concepts, increased motivation, and promoted active participation. Although several challenges remain, the benefits observed suggest that cartoon learning media can serve as an innovative and effective instructional tool for improving the quality of Islamic Religious Education in junior high schools. These findings reinforce previous studies emphasizing the importance of integrating creative visual media into contemporary educational practices (Arsyad, 2019; Nurrita, 2018; Tafonao, 2018).

D. Conclusion

The findings of this study demonstrate that the implementation of cartoon learning media in Islamic Religious Education at SMP Rahmat Islamiyah Medan has been carried out effectively and has positively contributed to the learning process. Cartoon media were integrated into lesson planning and classroom activities as visual learning tools that facilitated the delivery of Islamic educational content. The use of cartoon-based materials enabled teachers to present abstract religious concepts in a more concrete, engaging, and understandable manner, thereby creating a more interactive and student-centered learning environment.

The study further revealed that students responded positively to the use of cartoon learning media. The visual and entertaining nature of cartoons

increased students' interest, motivation, and active participation during classroom instruction. Students found it easier to understand, remember, and apply Islamic values presented through cartoon stories and illustrations. In addition, cartoon media encouraged greater interaction between teachers and students, making the learning experience more meaningful and enjoyable.

Although several challenges were identified, including limited preparation time, variations in teachers' technological skills, and occasional technical constraints, the overall benefits of cartoon learning media outweighed these obstacles. Supporting factors such as teacher creativity, technological facilities, and institutional support contributed significantly to successful implementation. Therefore, cartoon learning media can be considered an innovative and effective instructional strategy for enhancing the quality of Islamic Religious Education and fostering students' understanding of Islamic teachings at the junior high school level.

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