

The Integration of Islamic Values in Helping Students Understand Media as an Object of Study

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ABSTRACT

Integrating Islamic values into media learning is a strategic way to help students understand media critically, ethically, and meaningfully. Learning media not only serves as a means of conveying information but also contains messages and values that influence students' attitudes and behavior. This study aims to analyze how the integration of Islamic values can help students understand the object of media study. The method used in this study is qualitative with a descriptive approach. Data were obtained through interviews with teachers, lecturers, and students, then analyzed using thematic analysis techniques. The results revealed that the integration of Islamic values through the role of teachers in planning, implementing, modeling, and using learning media can improve understanding of the material. Students become more selective, reflective, and responsible in dealing with media, and show increased learning motivation, spiritual awareness, and character development. Thus, integrating Islamic values into media learning helps improve academic understanding while simultaneously shaping students' religious attitudes in a balanced manner in today's digital era.

Keywords: Integration, Objects, Media.

I. Introduction

The development of information and communication technology has brought about significant changes in the education sector, particularly in the use of learning media. Media is now no longer merely a tool for delivering material, but has become a crucial element in the learning process, influencing how students acquire information, develop knowledge, and shape their thinking and attitudes. The use of media in learning makes the learning process more varied, interactive, and contextual, thereby increasing student participation in learning activities (Arsyad, 2017). With the increasing use of media in the learning process, students are now faced with a variety of information and messages from various media types, including print, electronic, and digital. This situation demands students to have the ability to critically and selectively understand objects related to media. Without this ability, students risk receiving information passively and without deep thought, so they can be easily influenced by media messages that are not in line with educational values. Therefore, media literacy skills are a very important competency to develop in the learning process (Potter, 2013).

However, in education, the use of learning media generally focuses on the technical and cognitive aspects, such as mastery of material and the ability to use media. Often, the elements of values, ethics, and morals in understanding and responding to media are not well integrated. This results in students lacking a foundation of values to assess the truth, purpose, and effects of the media they consume. This situation can

lead to a weak critical thinking and low ethical awareness in media use, particularly in the digital era characterized by the rapid and massive flow of information (Potter, 2013). In Islamic education, the goal of learning is not only to enhance students' intellectual intelligence, but also to build good character and morals. Education in this context emphasizes the expansion of cognitive, affective, and psychomotor aspects, all of which are grounded in Islamic values (Ramayulis, 2015). As a result, the incorporation of Islamic values into every learning process, including media instruction, is essential. Values such as honesty, trustworthiness, responsibility, critical thinking, and ethics in media use can serve as guidelines for understanding, evaluating, and utilizing media wisely.

The incorporation of Islamic values into media instruction is seen as a crucial step in helping students better understand the subjects they focus on. Students are not only guided to understand the content and role of media but are also encouraged to reflect on the messages conveyed by the media in accordance with Islamic principles. In this way, students can connect the information they acquire from media with moral and spiritual values in their daily lives (Muhaimin, 2016). Furthermore, it is hoped that the integration of Islamic values into media learning will foster critical thinking and a sense of responsibility in students' media use. Students will not simply be passive spectators but rather active subjects who can evaluate, filter, and positively use media. This aligns with the mission of Islamic education, which aims to develop individuals who are knowledgeable, devout, and virtuous. Given the explanation above, this study is deemed important to further explore the role of incorporating Islamic values in helping students understand the objects learned through media. The focus of this study is how Islamic values are incorporated into media learning and how this integration contributes to students' understanding. The method used in this study is qualitative, using interview techniques to collect in-depth data regarding the experiences and perspectives of teachers and students regarding the integration of Islamic values in media learning.

II. Literature Review

Media literacy positions media not merely as instructional tools, but as objects of study that require critical examination of messages, representations, power relations, and ideological influences. Scholars argue that understanding media involves analyzing how content is produced, distributed, and consumed within specific social and cultural contexts (Buckingham, 2003; Potter, 2019). UNESCO (2011) emphasizes that media and information literacy equips learners with the ability to access, evaluate, and create media content responsibly. In higher education, particularly in religious and moral education contexts, media literacy is essential to help students critically engage with digital content while resisting misinformation and unethical media practices (Hobbs, 2010).

The integration of Islamic values into media literacy provides a moral and ethical framework that guides students in evaluating media beyond technical or analytical skills. Islamic education emphasizes *adab* (proper conduct), *amanah* (responsibility), and moral accountability, which align with ethical media engagement (Al-Attas, 1991; Halstead, 2007). Sahin (2013) highlights that Islamic pedagogy supports identity formation by harmonizing critical reasoning with spiritual awareness. When media is studied through Islamic values, students are encouraged to question not only the accuracy of media messages but also their ethical implications, social impact, and alignment with Islamic moral principles.

Empirical studies demonstrate that integrating Islamic values into media-based learning enhances students' critical thinking and moral awareness. Research in Islamic educational settings shows that value-based media literacy helps learners develop resilience against harmful digital content and promotes responsible media behavior (Anam et al., 2023; Hafizol Fauzi et al., 2025). Curriculum models that embed Islamic ethics into media studies have been shown to strengthen students' ability to interpret media critically while maintaining religious identity and character development (UNESCO, 2011; Potter, 2019). Therefore, the integration of Islamic values plays a significant role in helping students understand media as an object of study that is both intellectually analyzable and morally accountable.

III. Research Method

This research employs a qualitative method with a descriptive approach. Qualitative methods were chosen because the focus of the research was to deeply understand the phenomenon of integrating Islamic values into the media learning process and the function of these values in helping students understand the object of media study. With this approach, the researcher sought to examine the meanings, perspectives, and experiences of the research subjects within the existing learning context (Creswell, 2014). The research was conducted at an educational institution that implements media learning. Subjects included educators and students directly involved in media learning activities. Subjects were selected purposively, considering their relevance and involvement to the research focus, to ensure the data collected provided information that aligns with the objectives. Data was collected through in-depth interviews with educators and students. These interviews were used to obtain information regarding the media learning process, the integration of Islamic values applied, and students' understanding of the media study topic. To provide flexibility in gathering broader information, the interviews were conducted in a semi-structured manner using a question guide (Sugiyono, 2019).

The data collected from the interviews was analyzed using thematic analysis. This process includes data reduction, data presentation, and conclusion drawing. Data reduction was performed by selecting data relevant to the research objectives, while data presentation was presented in a descriptive narrative format for easier understanding. Conclusions were reached by interpreting the research findings based on themes emerging from the data analysis (Miles & Huberman, 2014). To ensure data validity, this study employed source triangulation techniques by comparing information obtained from educators and students. Researchers also double-checked with informants to ensure the data matched their intended meaning. This approach is expected to ensure the research results have a high level of trust and credibility.

IV. Result and Discussion

Researchers conducted interviews with two lecturers and two subject teachers who integrated Islamic values in their learning. Apart from that, researchers also conducted interviews with several randomly selected students to get direct views regarding learning in which Islamic values were integrated. Using this technique, the researcher describes the findings he obtained from books, journals, and primary sources as follows:

4.1. The Role of Teachers in Integrating Islamic Values in Media Learning

Based on interviews with teachers and lecturers, it was discovered that the integration of Islamic values into learning is understood as an integral part of the educational process. This integration is not simply interpreted as the delivery of religious material in isolation, but rather as a systematic effort to link learning content with Islamic values such as monotheism, honesty, responsibility, discipline, etiquette, cooperation, and gratitude. Thus, learning is not solely oriented toward cognitive achievement but also directed toward developing students' character and spiritual awareness. Teachers and lecturers play a strategic role in the integration of Islamic values. These roles include serving as learning planners, implementers of teaching and learning activities, facilitators of the learning process, and role models for students. The integration of Islamic values is implemented comprehensively at every stage of learning. In the introductory stage, teachers begin the lesson with a prayer and Islamic-themed motivational speech. In the core activities, teachers relate the learning material to verses from the Quran, hadith, exemplary stories, and natural phenomena that reflect the greatness of Allah SWT. In the closing stage, teachers reflect on and reinforce spiritual values relevant to the material learned.

From the lecturer's perspective, the integration of Islamic values into learning is based on the concept of tawhid, the view that all knowledge originates from Allah SWT. Religious and general knowledge are not understood as separate entities, but rather as a complementary whole. This view emphasizes that the learning process aims to help students recognize their true identity as servants of Allah and utilize knowledge for the benefit of others. Therefore, the integration of Islamic values is a crucial foundation in directing learning

toward the true goals of education. Learning media is also seen as playing a crucial role in supporting the integration of Islamic values. Teachers utilize Islamic-themed audiovisual and multimedia media to help students understand the material more contextually. Meanwhile, lecturers emphasize the use of direct learning resources such as the Quran, Hadith, and reference books tailored to the characteristics of the material. The use of these media demonstrates that the integration of Islamic values depends not only on the teaching materials but also on the strategies and creativity of educators in selecting and managing learning media.

4.2. Students' Understanding of Media Study Objects

Based on interviews with students, it was found that the use of audiovisual and multimedia-based learning media, such as PowerPoint, videos, images, and text, positively contributed to their understanding of the learning material. Students stated that presenting material through these media made learning clearer, more structured, and easier to understand compared to solely delivering material orally. Learning media helped students grasp the essence of the material, remember information better, and understand concepts more systematically. The use of instructional media also makes the learning process more engaging and less monotonous. Students feel more focused and motivated to participate because the material is presented visually and contextually. Well-organized images, videos, and text help students connect the concepts they learn with real-world examples, thus deepening their understanding of the media subject matter. This demonstrates that instructional media serves not only as a tool for conveying information but also as a means to strengthen students' cognitive understanding.

In addition to cognitive aspects, students also demonstrated a good understanding of the integration of Islamic values conveyed through learning media. Values such as honesty, discipline, responsibility, and etiquette in learning were conceptually understood and their relevance felt in everyday life. Learning that integrates academic material with Islamic values made students realize that the learning process is not solely oriented towards academic achievement, but also towards character development and strengthening religious attitudes. However, interview results also indicated that for certain more complex materials, such as grammar or abstract concepts, students still required further explanations from teachers and repeated practice. While learning media was deemed very helpful, it could not completely replace the role of teachers in providing in-depth explanations and direct guidance. Therefore, students suggested developing more interactive learning media, such as adding animations, practice problems, and case studies relevant to their experiences, to optimize understanding. Overall, students had a positive understanding of the learning media used. Audiovisual and multimedia media combined with Islamic values have been shown to enhance comprehension, strengthen memory, and foster Islamic attitudes and character. Learning becomes more meaningful because it balances academic achievement with strengthening students' moral and spiritual values.

4.3. The Impact of Integrating Islamic Values in Media Learning

Interview results indicate that the integration of Islamic values into learning has a significant positive impact, particularly on the affective aspects and character development of students. This impact is evident in changes in student attitudes, including increased honesty, discipline, responsibility, cooperation, courtesy, and spiritual awareness during the learning process. Consistently integrated Islamic values can foster positive habits that are reflected in student behavior both inside and outside the classroom. In addition to impacting character development, the integration of Islamic values also increases learning motivation. Students view learning activities not only as an academic obligation, but also as a form of worship and a means to recognize the greatness of Allah SWT. This understanding fosters an internal awareness in students to study more diligently. Learning becomes more meaningful because it is oriented not only toward achieving academic grades but also toward developing noble character.

From an academic perspective, the integration of Islamic values helps students understand learning materials more contextually and holistically. Knowledge is viewed as an interconnected whole, so students do not view subject matter in isolation. This aligns with the goals of Islamic education, which emphasize a balance between intellectual, emotional, and spiritual intelligence. This approach makes learning more

comprehensive and relevant to students' lives (Anam et al., 2023). Thus, the integration of Islamic values into media learning significantly contributes to developing students who possess not only academic knowledge but also noble morals and a strong spiritual awareness. This integration supports the achievement of holistic and sustainable educational goals, as envisioned in an education system based on Islamic values.

4.4. Discussion of Research Findings

The discussion of this research's findings demonstrates that the integration of Islamic values into learning plays a significant role in helping students understand media studies more comprehensively. Learning media, whether in audiovisual or multimedia forms, serve not only as a means of conveying information but also as a space for constructing meaning, encompassing specific values, ideologies, and interests. Therefore, the integration of Islamic values serves as an essential foundation for guiding students to understand media critically, ethically, and responsibly. Findings regarding the role of teachers in integrating Islamic values indicate that teachers hold a strategic position in guiding how students interpret learning media. Teachers serve not only as transmitters of material but also as facilitators and role models in instilling values such as honesty, responsibility, discipline, and etiquette in learning. This role directly influences how students understand media, as the media used is positioned not merely as a technical aid but as an object of study imbued with meaning and value. With teacher guidance, students are guided not to passively accept media messages but to connect them with relevant Islamic values.

Furthermore, findings regarding students' understanding of media studies demonstrate that the use of audiovisual and multimedia media integrated with Islamic values can enhance the clarity and depth of students' understanding. Media helps students understand material in a more structured, memorable, and contextual manner. The integration of Islamic values into learning media also strengthens students' understanding that the learning process is not solely oriented toward academic achievement but also toward the development of attitudes and character. This demonstrates that students' understanding of media is not only cognitive but also encompasses affective and moral dimensions. The impact of integrating Islamic values into media learning further emphasizes the relationship between media understanding and student character development. Students who understand media through the perspective of Islamic values demonstrate a more selective, critical, and responsible attitude in responding to information (Hafizol Fauzi et al., 2025). The value of monotheism underpins the awareness that all information must be morally accountable, while moral values such as honesty and trustworthiness guide students so they are not easily influenced by negative content, hoaxes, or misleading information. Thus, the integration of Islamic values helps students view media not merely as a means of entertainment, but as an object of study that requires critical analysis.

The findings of this study align with the concept of Islamic education, which emphasizes a balance between cognitive, affective, and spiritual aspects. The integration of Islamic values into media studies enables students to rationally understand media messages while evaluating them based on ethical and moral considerations. Learning becomes more meaningful because students not only understand media content but also reflect on its impact on themselves and society. This demonstrates that Islamic values can serve as an analytical framework for understanding the object of media study. Furthermore, instilling Islamic values through school culture, teacher role models, and a supportive learning environment strengthens students' media literacy skills. In the digital era, characterized by rapid and complex information flows, the integration of Islamic values becomes increasingly relevant. Students who possess Islamic integrity are expected to utilize media as a source of learning and self-development, rather than as a source of moral degradation. Thus, the discussion of this research's findings confirms that the integration of Islamic values contributes significantly to helping students understand media studies critically, ethically, and responsibly. Islamic values serve not only as spiritual guidance but also as a conceptual foundation for shaping students' perspectives on media, thus creating holistic and sustainable learning.

a. Integration of Quranic Verses and Hadith in Strengthening Students' Media Literacy

The integration of Islamic values into students' media literacy is based on a strong normative foundation derived from the Quran and Hadith. One of the main principles of media literacy is the ability to verify information before believing or sharing it. This principle aligns with Allah's word in Surah Al-Hujurat, verse 49/6:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا

Translation: "O you who believe, if someone comes to you bringing news, then examine the truth..." (QS. Al-Hujurat: 6)

This verse emphasizes the obligation to be critical of information, which in a modern context can be interpreted as the necessity to verify media content. Students who are equipped with the value of tabayyun (reflection) will not be passive recipients of media information, but will instead be able to analyze the source, context, and impact of the message. Furthermore, the Quran also warns against the practice of spreading information without adequate knowledge. In Surah Al-Isra' 17:36, Allah says:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ

Translation: "And do not follow what you have no knowledge of." (QS. Al-Isra': 36)

This verse is relevant to the current digital media phenomenon, where students are frequently exposed to viral information that may not be accurate. The integrity of Islamic values encourages students not to simply follow the flow of information but to weigh its truth and benefits rationally and ethically. From a hadith perspective, the Prophet Muhammad (peace be upon him) also provided guidelines highly relevant to media literacy, particularly regarding communication ethics. A hadith narrated by Muslim states:

كَفَى بِالْمُرءِ كَذِبًا أَنْ يُحَدِّثَ بِكُلِّ مَا سَمِعَ

Meaning: "It is enough for someone to be considered a liar when he tells everything he hears." (HR. Muslim)

This hadith demonstrates that disseminating information without screening and clarification is a form of dishonesty, even if the information is not necessarily intentionally false. In the context of media literacy, this hadith emphasizes the importance of students' moral responsibility in consuming and distributing media information. Furthermore, the principle of enjoining good and forbidding evil can also serve as an ethical framework for understanding media. Media should be assessed not only for its informative aspects, but also for its moral and social impacts. Students with Islamic integrity will evaluate media based on its benefits (maslahah) and harms, and will be able to reject content that conflicts with humanitarian values and Islamic teachings. Thus, the verses of the Quran and the hadith of the Prophet Muhammad (peace be upon him) provide a strong normative foundation for strengthening students' media literacy. Integrating Islamic values through Islamic Religious Education (PAI) learning not only shapes students who are intellectually competent in media analysis but also who possess character, responsibility, and ethics in responding to the flow of information in the digital age.

V. Conclusion

Based on the research results and discussion, it can be concluded that the integration of Islamic values in media learning plays a very significant role in helping students understand the subject of media study comprehensively. This integration not only serves to strengthen cognitive aspects but also contributes significantly to the formation of character, attitudes, and spiritual awareness of students. The role of teachers and lecturers is a key factor in the success of this integration, both as planners, implementers, facilitators, and role models in instilling Islamic values such as monotheism, honesty, responsibility, discipline, and etiquette in the learning process. The use of audiovisual and multimedia learning media integrated with Islamic values has been proven to improve students' understanding of the material. Media not only helps clarify and structure information but also makes learning more engaging, contextual, and meaningful. Students not only understand media from a technical and academic perspective but are also able to interpret media messages critically, ethically, and responsibly in accordance with Islamic values.

The integration of Islamic values in media learning also has a positive impact on students' learning motivation and moral development. Learning is understood not merely as an academic activity, but as part of worship and an effort to draw closer to Allah SWT. Normative foundations derived from the Qur'an and Hadith, such as the principles of tabayyun, responsibility in conveying information, and amar ma'ruf nahi munkar,

strengthen students' media literacy amidst the complex flow of digital information. Thus, the integration of Islamic values in media learning is a strategic approach in realizing holistic and sustainable education. This approach is able to balance mastery of science, media literacy skills, and the formation of Islamic character, so that students are expected not only intellectually intelligent, but also have noble character and moral integrity in responding to media and information.

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