# Trends in the Use of Infographic Media in Learning Islamic Religious Education

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**Abstract:** This study aims to examine the trend of using infographic media in learning Islamic religious education. The use of technology-based media, especially infographics, was rarely applied in Islamic education learning. Teachers used infographic learning media but the frequency was low. The infographics used were generally only found in the Learner Worksheets or learning package books with teaching methods that still dominantly use books, blackboards and discussions. The research method used a qualitative approach with a case study research type. The subjects were PAI teachers, students, and school principals. The data collection techniques used included observation, interviews, and documentation. Data analysis was conducted using qualitative data analysis techniques that follow Yin's concept, which includes pattern matching, building clarity, time series analysis, logic models, and cross-cases. The results showed that PAI teachers actively integrate infographic media in the learning process to current learning media trends. The use of infographic media proved to improve students' understanding of Islamic concepts, enrich the learning experience, and facilitate the delivery of complex information more interestingly and understandably. infographics also increase students' engagement in learning and motivate them. Evaluation of the use of infographics showed significant improvements in students' understanding of memory and interest. This study concludes that the use of infographic media was effective in improving, motivating and increasing students' involvement.
**Keywords:** trend; infographic media; learning; islamic religious education.

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## Introduction

Technological developments in the digital era have become an important means of achieving social welfare, including in the field of education with the innovation of learning devices and applications that are easy to use (Asela et al., 2020:1297). Technology is currently considered important in life, especially in education, because it can increase the effectiveness and efficiency of the learning carried out (Sholeh & Prapanca, 2023;18) The use of technology can increase teacher professionalism in learning (Selviani & Syaiful, 2022:27). Even though technology has great potential to improve the quality of learning, teacher creativity and professionalism in implementing technology remain a key factor. Therefore, efforts are needed to improve teachers' abilities in using technology, so that they can use it effectively to support the teaching and learning process and prepare students to face future challenges (Qoshwa & Rusydiyah, 2020). The use of information technology in education, especially through digital learning media, has a significant impact. Adaptation to digital innovation in education is not only relevant to improving the quality of learning but is also essential in forming students' character that is oriented towards positive values (Rusydiyah et al., 2020). Technology has a crucial role in education. By adopting the right technology, educators can increase the effectiveness and efficiency of the learning process, as well as open access to a wider range of educational resources.

Starting in 2021, Islamic Religious Education and Character subjects in Elementary Schools have followed the Kurikulum Merdeka which also includes Islamic Religious Education subjects (Mahyudin, 2023:169). In Kurikulum Merdeka, teachers and principals carry out the learning process and curriculum development in schools must be by the potential of students (Nurhidayah et al., 2023:198). Therefore, the use of technology is very effective in learning Islamic Religious Education. The implementation of the Kurikulum Merdeka for PAI subjects is structured in the right order to convey PAI characteristics in stages, starting from the most basic aspects such as Aqidah, Qur'an Hadith, Jurisprudence, Morals and history (Mahyudin, 2023). In this way, the use of technology in PAI learning in Kurikulum Merdeka should be able to make learning of higher quality.

To improve the quality of learning, PAI teachers often face challenges in delivering learning material. Moreover, considering the content of the material, most of it is historical stories, religious practices and morals. Classroom learning is said to be of quality when the teacher creates a learning environment that supports and allows all participants to be actively involved so that students are encouraged to learn both through activities led by the teacher and through discussions and interactions between fellow students and the teacher (Fikri & Madona, 2018:1). The use of media in the learning process is very important to arouse interest in learning, motivate students, and encourage their active involvement in learning (Nasir, 2020:128). The position of the media is very important because it acts as an intermediary that can overcome deficiencies in the delivery of learning by teachers (Mansur & Rafiudin, 2020:38). Therefore, teachers need to have various learning media that can increase students' learning motivation and concentration, so that learning becomes of higher quality.

In this era of globalization, education in Indonesia is faced with two challenges, namely changes in perceptions about learning and the impact of rapid technological developments, so it is

important to optimally utilize technology to support educational progress (Azhari et al., 2022:2). George Siemens, who introduced the connective learning theory, stated that with the existence of digital technology, there are many varied learning resources, teaching materials and learning media (Wicaksono & Suradika, 2022:27). So that teachers can take advantage of technological facilities in searching for available learning media updates. The development of technology-based media helps increase children's interest in learning so that learning becomes more effective and efficient (Fikri & Madona, 2018:3). The development of technology-based PAI learning media is also very important to be carried out in Kurmer as it is now.

One way to develop technology-based learning media is by using infographic learning media. Infographics are a visual representation of complex data to make information easier to understand and quickly absorbed by readers (Edy Pang et al., 2018). Multimedia interactive infographics have the advantage of being visually attractive and systematic, so that material or information can be presented in a way that is simpler and easier for students to understand (Puadah et al., 2023:274). Infographics are created when designers successfully combine information from the news with the latest computer software to illustrate stories that cannot be expressed through text and photos alone (Saptodewo, 2014: 194). The use of infographics can increase students' interest in learning and this is proven by more active interactions, including questions and answers and discussions about the material carried out by students (Mansur & Rafiudin, 2020). Apart from that, the use of infographic design in learning is very feasible and effective (Azizah & Susanti, 2023). That way, long materials that make children lazy to read and make children less interested, such as

history material, or even fiqh material that requires practice in conveying the material can be designed in such a way as to take the form of attractive infographics.

However, in reality, technology-based media, especially the use of infographics, is still rarely used in PAI learning. This also happened at SD Darul Ulum Bungurasih Sidoarjo Regency in the use of infographic learning media already carried out by teachers but the use of infographics is still rare. The infographics used are limited to those in Student Worksheets (LKPD) or in the learning package books used, which still tend to use books and whiteboards using the discussion method. This research aims to determine trends in the use of infographic media in learning and the benefits of using infographic media in Islamic religious education learning to increase the effectiveness and attractiveness of learning in this digital era. This research is very important to carry out to find out the importance of developing learning media based on digital technology, especially infography, so that when teachers use infographic media in learning, it can motivate students to learn and increase students' interest.

**Literature Review**

The following is a literature review by previous researchers, namely Roslaini et al, explaining that it is very important for teachers to be given training in creating interesting learning materials, one of which is infographic digital learning, because presenting interesting and high-quality material will trigger the enthusiasm and creativity of students (Roslaini et al., 2021). implementing infographic media designed with QR codes and links that connect to learning videos students were more enthusiastic, this was shown by discussion

activities, presentations and sentence-making tests with excellent scores (Anggraini & Saputra, 2023). Furthermore, data that the use of infographic media in learning made students more enthusiastic about learning, and children's interest in learning increased so that student learning outcomes increased (Prameswari & Hasanudin, 2023). Apart from that, the use of infographic media is also very effective as a library promotional media, because cool infographic material can attract attention, increase interest, stimulate desire and encourage people to read or borrow books in the library (Salsabila et al., 2023). Apart from face-to-face learning, infographics provide a good response to online learning activities carried out by students, because they can increase their interest in learning (Tumewu et al., 2023).

## Research Method

This research uses a qualitative approach. The type of research used in this study is case study research. (Fatimah et al., 2024) The research subjects in this article are pai teachers, students and principals of SD Darul Ulum Bungurasih, Sidoarjo Regency.

The informants in this study amounted to four people. Data collection techniques using observation, interviews, and documentation techniques. Data analysis in this study uses qualitative data analysis techniques following Yin's concept which suggests that five types of data analysis can be used in case studies, namely pattern matching, building clarity, time series analysis, logic models, and cross-case synthesis.

## Results and Discussion

*Trends in Using Infographic Media in Learning Islamic Religious Education at Darul Ulum Elementary School*

Based on several findings and research conducted by researchers through observation, interviews and documentation with PAI teachers, namely Mr. Ibnu Arofi and representatives of five children from class VI at SD Darul Ulum Bungurasih, Sidoarjo Regency trends in the use of infographic media in Islamic religious education learning, researchers obtained the following observation data results:

Chart 1 results of field observation questionnaires



Infographic Media Trends in Darul Ulum Elementary School
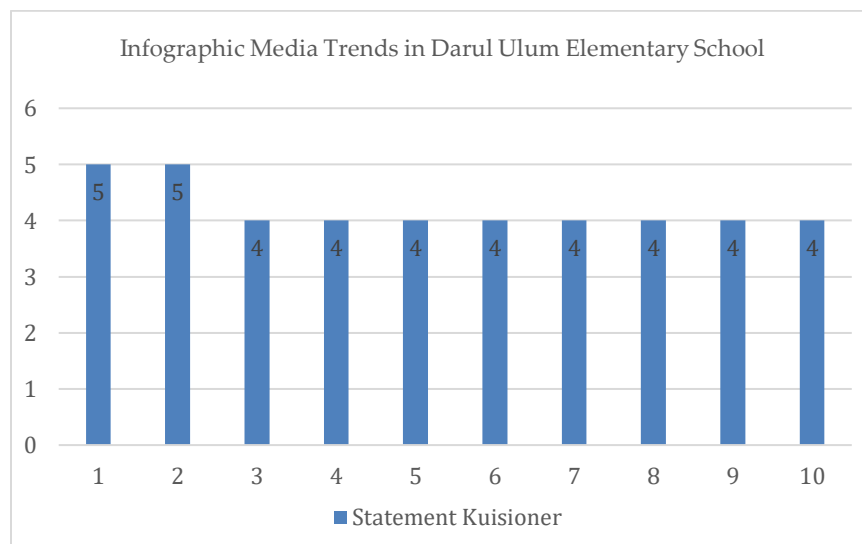
In the diagram above, there are ten statements following the concept of Dale's cone of experience theory contained in the observation questionnaire used to determine trends in the use of infographic media in Islamic religious education learning at SD Darul Ulum Bungurasih, Sidoarjo Regency, including:

At the concrete experience level, two statements on the observation questionnaire were answered by Mr. Arofi with a strongly agreed answer. The statements on the observation questionnaire are as follows: 1. I involve students' direct experience in learning, such as interaction with infographic media and Islamic religious material presented. 2. I involve the level of student activeness in observing, touching, or feeling directly the teaching materials presented through infographic media.

At the action experience level, there are also two statements on the observation questionnaire which were answered by Mr. Arofi with a strongly agreed answer. The statements on the observation questionnaire are as follows: 1. I actively involve students' activities in using infographic media, such as analyzing infographics, answering questions, or discussing based on the information provided. 2. I involve students' ability to perform actions related to Islamic religion material after accessing information through infographic media.

At the Reflective Experience level, there are also two statements on the observation questionnaire that Mr. Arofi answered in the affirmative. The statements on the observation questionnaire are as follows: 1. I involve students' reflection process on their learning experience with infographic media, such as the understanding of newly learned Islamic concepts or the difficulties they experience. 2. I involve discussions or activities that allow students to reflect on how they learn and their understanding of the Islamic religion material.

At the conceptual experience level, two statements on the observation questionnaire were answered by Mr. Arofi with an agreed answer. The statements on the observation questionnaire are as follows: 1. I involve students' ability to relate the information obtained through infographic media to broader concepts of Islam. 2. I recognize changes in students' understanding of Islamic concepts as the exposure to infographic media increases.

At the Application Experience level, there are also two statements on the observation questionnaire which were answered by Mr. Arofi with an agreed answer. The statements on the observation questionnaire are as follows: 1. I involve students' ability to apply the knowledge and understanding of Islam that they get from infographic media in daily life situations or relevant contexts. 2. I am aware of changes in students' behaviour or actions as a result of the new understanding they have gained through the use of infographic media.

In the diagram of the results of the field observation questionnaire above, it can be seen that the trend of using infographic media in learning Islamic religious education at SD Darul Ulum Bungurasih, Sidoarjo Regency has been implementing Islamic religious education learning using infographic media. PAI teachers are very active in integrating infographic media into Islamic learning and ensuring students' direct involvement with the material through direct experience with infographic media and teaching materials. PAI teachers encourage students to participate actively by analyzing infographics and discussing and applying their knowledge. The teacher also facilitates students' reflection on their learning, helping them understand Islamic religious concepts better and relate the information to everyday life situations. By using this infographic media, PAI teachers create a holistic learning experience and

have a significant impact on students' understanding and application of Islamic religious concepts.

The results of these observations were reinforced by an interview with Mr. Arofi who stated that the use of infographic media in Islamic religious education learning has been implemented at Darul Ulum Elementary School and is becoming increasingly popular because of its ability to present complex information visually and interestingly. Infographics combine text, images, and graphics to convey Islamic religious concepts in a way that is easy to understand and interesting for students. In this context, infographics can be used to visualize Islamic history, religious concepts, ethical principles, and worship practices more interestingly and memorably. For example, an infographic can visually show the process of ablution or the pillars of prayer, allowing students to better understand and remember the steps. Apart from that, the use of infographics in Islamic religious education learning can also increase student involvement and motivate them to be more active in the learning process. Thus, the use of infographic media can be an effective strategy for increasing understanding and appreciation of Islamic teachings among elementary school students.

Infographics in Islamic religious learning are increasingly popular due to several factors. First, information media offers attractive, concise and informative text presentations, attracting the interest of many people. Second, infographic media can present complex information in a visual way that is easy to understand. Third, the use of infographic media in delivering interactive material pays attention to Islamic principles. This shows that infographics are not only effective in conveying information but also under Islamic principles in education (Diyanah Zafri et al., 2023). Not only that,

infographic media, as a type of visual media, can help illustrate complex religious concepts in a way that is easier to understand, interesting and interactive for students so it becomes a popular learning media trend. used in educational institutions (Desrianti et al., 2021).

Trends in the use of infographics in Islamic religious education learning respond to the needs of the millennial generation who live in the digital era. Infographics are an effective medium for attracting attention and conveying subject matter to this generation. Infographics enable the delivery of complex information in a simple, interesting and easy-to-understand way, by the desires of the millennial generation who prioritize fast and efficient information. Easy access to infographics also allows independent learning according to each individual's learning rhythm, providing a flexible and personalized approach to learning Islamic religious education in this digital era. Thus, the use of infographics not only increases interest in learning material but also facilitates independent and effective learning in the digital era (Efendi et al., 2023).

The infographic media trend in Islamic religious education learning is a response to technological advances which have brought significant changes in education. As an innovative learning media, infographics enrich the delivery of material and facilitate students' understanding. This supports the adaptation of the teaching system to make it relevant to current developments. Mastery and renewal of learning media, including infographics, are expected to increase learning effectiveness. Infographic media also takes advantage of easy access to information through technology to motivate students and achieve optimal learning (Dwistia et al., 2022). The use of infographics in Islamic religious education adapts to current trends which emphasize

affordability and ease of understanding through attractive visual information. In the digital era, technological developments have changed the way people learn and interact, including in the field of education. Infographic media, with its advantages in presenting material briefly and visually, is an effective medium for attracting students' interest and increasing their understanding of Islamic religious material. This helps students understand abstract concepts more concretely and is in line with the tendencies of the younger generation who are familiar with technology and visual information. The use of visual media such as infographics creates an interactive and fun learning experience, which ultimately increases student engagement and understanding of the subject matter (Setiawan & Purwanto, 2024).

*Levels of Using Infographic Media in Islamic Religious Education Learning*

In using infographic media in learning Islamic religious education, among others:
1. The first stage carried out by PAI teachers is planning infographic media that will be integrated into the materials that will be taught to students. To plan the use of infographic media in Islamic religious education learning at Darul Ulum Elementary School, Sidoarjo district, PAI teachers first understand the learning objectives they want to achieve and what material will be presented. After that, PAI teachers choose topics or concepts that are complex and require visualization to help students understand. Then, identify the key information that needs to be conveyed in the infographic media, as well as graphic designs that are appropriate for the audience or students in Islamic religious education learning. PAI teachers ensure that the infographic

media displays information clearly and attractively, and pays attention to the aesthetics and material conveyed. Apart from that, PAI teachers also pay attention to the use of infographic media in facilitating students' understanding of Islamic religious concepts visually.

PAI teachers at Darul Ulum Elementary School, Bungurasih, Sidoarjo district also carry out Teacher Working Groups (KKG) which are used to increase the learning competence of teachers in planning, implementing and evaluating the media used in the teaching and learning process. Apart from that, through (KKG) PAI teachers also exchange their experiences in using infographic media, so that teachers can learn how to use learning media effectively. Top of Form After that, at the school level, teachers can discuss and collaborate with colleagues them to develop learning media that can increase student motivation in the teaching and learning process, especially learning Islamic religious education.

Planning for the use of infographics in Islamic religious education learning must pay attention to designs that are appropriate to the material, student age, and learning objectives, and equipped with evaluations to measure their effectiveness (Susanto et al., 2024). The planning process for using infographic media in Islamic religious education learning requires a structured and systematic approach. The initial stage involves collecting comprehensive data about the material to be taught, which is then analyzed to determine relevant key information. Next, the visual design of the infographic is prepared by considering the characteristics of the material presented, including development storyboard and initial sketches (Tiasih & Wenas, 2020). In

planning the use of infographics in Islamic religious education learning, infographics can be easily shared and accessed via online platforms, enabling more flexible and inclusive learning. Thus, planning the use of infographics in Islamic religious education learning can be considered as a strategy to improve the quality and effectiveness of religious learning in schools (Hersita et al., 2020).

When planning the use of infographics for Islamic religious education learning, several key aspects need to be considered. First, cross-disciplinary studies to select relevant data and creative concepts. Second, understand the method design thinking to create quality work that is easy to understand. Finally, carefully select layouts and graphic design elements to create compelling visual power. By paying attention to this aspect, infographics can be an effective medium and increase students' interest in learning (Yulius & Pratama, 2021). Not only that, planning the use of infographics for learning Islamic religious education is important to pay attention to the ability of infographics to simplify complex information to make it easier to understand. Infographics combine data and visual design to attract attention, make understanding easier, and increase information retention. In this context, the use of infographics can help students understand religious concepts that may be difficult to understand in the abstract. Attractive infographic designs, using popular visual styles and bright colors, can increase student interest without reducing the seriousness of the material being presented. Therefore, planning infographics must pay attention to the needs and characteristics of students to increase the effectiveness of Islamic

religious education learning. (Rosyidah & Listya, 2019)

2. The second stage in using infographic media in learning Islamic religious education is implementing the use of infographic media in the classroom learning process. In implementing the use of infographic media, PAI teachers display infographics that have been previously planned and conveyed to students through various media such as projectors or interactive screens, attached to the whiteboard which allows them to see and analyze information more interactively. During the learning process, PAI teachers guide students in understanding the material presented through infographic media to stimulate and facilitate discussions or activities related to infographics to strengthen students' understanding of the material presented.

The use of infographic media in Islamic religious education learning marks an innovative step in the teaching process. In the implementation stage, teachers plan learning activities by preparing infographics, choosing appropriate learning methods, and making evaluation instruments and observation sheets. Infographics are the main tool in conveying material conceptually, with distribution via the class WhatsApp group to facilitate individual student access. In addition, infographics are also printed in A2 size for use in the classroom, facilitating more dynamic interactions between students and course material. This approach not only increases the effectiveness of material delivery but also enriches students' learning experiences with easy-to-understand visual content. By implementing infographic media, Islamic religious education learning becomes more interesting and dynamic, and

encourages students' active participation in the learning process (Ramadhan, 2024).

At the implementation stage, infographic media is integrated into the learning process as a visual aid to convey complex subject matter more simply and interestingly (Suryani & Lestari, 2024). Implementing the use of infographic media is not only for conveying material in class but can also increase student involvement in the learning process, capture students' understanding and ensure that learning objectives are achieved (Bank et al., 2024). The use of infographic media in learning Islamic religious education through the implementation stages can be an effective and interesting means of increasing students' understanding. The implementation stage of using infographic media in Islamic religious education learning plays an important role in increasing the effectiveness of the teaching and learning process. Thus, the use of infographic media in Islamic religious education learning not only enriches learning resources but also increases student learning motivation, which is an important step in creating a conducive and effective learning environment.

3. The final stage is evaluating the use of infographic media. The evaluation is carried out by the PAI teacher asking questions related to the infographic or asking students to make a summary of what was learned from the infographic. Not only that, PAI teachers also take into account students' responses to infographics, whether students are interested, understand and benefit from using this media in learning. By paying attention to these aspects by PAI teachers, evaluating infographic media in Islamic religious education learning can be more effective in increasing student understanding and involvement. With evaluation, the use of infographic media can be an effective tool in increasing students' understanding of Islamic religious education.

The evaluation stage of the use of infographic media in Islamic religious education learning is an important step to determine its success. Evaluation includes questionnaires, tests, to obtain student understanding results. The results of this evaluation allow teachers to identify advantages and disadvantages in using infographics and make adjustments to increase the effectiveness of subsequent learning (Kinasih & Setyanto, 2024). An important step is to evaluate how effective and suitable the media is in the learning process. Therefore, the evaluation stage is very important to ensure that the use of infographic media in Islamic religious education learning is not only an innovative information delivery tool but also an effective tool for improving the quality of learning and student learning outcomes (Rindawati et al., 2024).

Assessing the use of infographics in Islamic religious education learning is an important step to find out how effective this media is in increasing students' understanding and interest in learning. This evaluation helps teachers determine whether the infographic is successful in making religious concepts easier to understand, increasing memory retention, and encouraging student engagement in learning. Various evaluation methods such as questionnaires, classroom observations, and learning outcomes tests can be used to obtain comprehensive information. The evaluation results provide valuable feedback for educators to perfect Islamic religious education learning strategies in the future (Hati et al., 2024).

Evaluation of the use of infographic media in Islamic religious education learning is important to measure its effectiveness and impact on student understanding. This evaluation aims to identify success in using infographic media which can improve the quality of learning (Alfiandra et al., 2024). This evaluation must include student involvement, increased understanding of concepts, and students' ability to apply the values learned Feedback from students and teachers will help measure the success of using infographic media and provide insight for further development, increasing effectiveness and enjoyment in learning Islamic religious education (Ahsan, 2024).

## Implications of Using Infographic Media in Learning Islamic Religious Education

The use of infographic media in Islamic religious education learning has significant implications at Darul Ulum Elementary School. Infographic media can enrich students' learning experience by presenting complex information about Islamic religious teachings visually and interestingly. Research data through interviews and documentation shows that students have enthusiasm for learning Islamic religious education. Students are more interested in the use of infographic media used by teachers in class learning and students better understand the material presented through the infographic media. Not only that, but the implications of using infographic media also have an impact on students' daily lives in carrying out individual study at home using infographic media to facilitate each student's understanding.

Infographic media can enrich students' learning experiences by presenting complex

information about the teachings of the Islamic religion visually and interestingly. By using infographics, often abstract religious concepts can be illustrated clearly and make it easier for students to understand. Apart from that, infographics can also help students retain information better because of the visual elements that strengthen their memory. The use of infographic media can also increase student activity because they are involved in discussions that allow students to express their understanding of Islamic teachings in infographics. Thus, the use of infographic media in Islamic religious education learning not only enriches students' learning experiences but can also increase their understanding and involvement in the learning process.

Not only that, but the use of infographic media in learning Islamic religious education at Darul Ulum Elementary School also has deeper implications. One of them is the ability of infographic media to facilitate understanding of complex religious concepts in a way that is easily digested by students. Infographics can present information in a structured and visual manner, breaking down complex concepts into smaller, easier-to-understand parts. This can help students internalize Islamic teachings better because students can see the relationship between these concepts visually. Apart from that, the use of infographic media can also increase students' interest in learning about Islam, because it presents information in an interesting and less monotonous way than other learning media. Thus, infographics can be an effective tool in inspiring students' interest and desire to learn more deeply about the Islamic religion and have a positive impact on the student's learning process.

The use of infographics in Islamic Religious Education learning has significant positive implications. Infographic media

allows wider and more inclusive access to the understanding of religious concepts among the millennial generation (Su'ada & Aini, 2024). Not only that, the implications of using infographic media clarify complex concepts, increase understanding, utilize a visual design approach, expand the reach of learning and increase efficiency in learning. This shows the great potential of infographic media as an effective learning medium in the context of Islamic religious education. (Oktafiana & Romadhona, 2023) The use of infographic media in Islamic religious education learning has positive implications in improving students' understanding and memory, making it easier to understand abstract religious concepts and generally increasing the effectiveness of the learning process (Marzeta & Muhammad, 2023).

The use of infographic media in Islamic religious education learning can have a significant positive impact. Infographics help convey material concisely and visually according to the current generation's learning preferences to increase student interaction and learning motivation. In a religious context, infographics make it easier to understand complex and important concepts so in history learning, the use of infographics in Islamic religious education also has the potential to increase understanding, effective delivery of information, and motivation to learn (Ikhsani, 2023). In conclusion, the use of infographics in Islamic religious education learning can have a positive impact on improving the quality of learning, facilitating the delivery of more interesting and interactive material, and supporting the achievement of learning goals more effectively (Pratama & Herbekti, 2021).

## Conclusion

Trends in the use of infographic media in Islamic religious education learning at SD Darul Ulum Bungurasih, Sidoarjo Regency, PAI teachers have used infographic media following current learning media. Infographic media at Darul Ulum Elementary School significantly increases the effectiveness and attractiveness of learning. PAI teachers actively integrate infographics to enrich learning experiences, facilitate understanding of religious concepts, and increase student involvement and motivation. The use of infographic media with a combination of text, images and graphics makes it easier to convey complex subject matter in a visually attractive manner, making Islamic religious concepts easier for students to understand and remember. The process of using infographic media involves planning, implementation and evaluation stages, showing the importance of evaluation to measure success in improving student understanding. The implications of using infographic media in Islamic religious education learning offer substantial benefits in increasing understanding, memory and interest in learning

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