



## Techniques for selecting learning media in Madrasah Ibtidaiyah educational institutions

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### ABSTRACT

This study aims to examine the techniques for selecting learning media in Madrasah Ibtidaiyah educational institutions through a literature review approach. This method involves the collection and analysis of data from various literature sources such as books, articles, and journals related to learning media. The selection of learning media in Madrasah Ibtidaiyah is influenced by several important factors, including student characteristics, learning objectives, the availability of technology, and the material being taught. This study found that challenges in selecting learning media often relate to resource limitations and access to technology. Therefore, enhancing teachers' abilities to use various media effectively is highly recommended to improve the quality of learning in Madrasah Ibtidaiyah.

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## Introduction

The role of learning media in educational settings has become increasingly important, especially in the context of integrating technology into teaching and learning processes. Learning media act as a vehicle that facilitates the transfer of knowledge from teachers to students, enhancing understanding and engagement (Kurniawan & Supriyadi, 2021). In Madrasah Ibtidaiyah, a primary-level Islamic education institution, the selection of learning media holds particular significance. Teachers in these institutions are responsible for conveying both religious and general subjects, requiring media that are versatile, appropriate, and aligned with the institution's educational goals (Hakim et al., 2020).

The selection of learning media in Madrasah Ibtidaiyah is influenced by several factors, including the characteristics of students, learning objectives, and the availability of resources such as technology and infrastructure (Hasanah & Sari, 2022). Teachers must evaluate each of these factors to make decisions that will enhance student learning outcomes. Additionally, media selection must consider the developmental stage of students, as well as the compatibility of the media with the values upheld by the institution. This is critical in Madrasah Ibtidaiyah, where Islamic principles are embedded in both the content and the methods of instruction (Amiruddin, 2021).

In recent years, the availability of digital learning media has expanded, offering teachers a wide array of options for enhancing classroom instruction. However, many Madrasah Ibtidaiyah face challenges in integrating these modern tools due to limitations in infrastructure and teacher proficiency with digital platforms (Rahman & Ismail, 2021). Teachers in rural or under-resourced areas often struggle to access or effectively use digital media, which creates

disparities in learning experiences across different schools (Nurhasanah & Widyastuti, 2020). Overcoming these barriers requires both increased investment in technological resources and ongoing professional development for teachers.

Furthermore, the COVID-19 pandemic has underscored the importance of learning media in supporting remote and blended learning models. Many Madrasah Ibtidaiyah were forced to adopt digital learning tools to continue instruction during school closures, leading to a greater awareness of the need for effective media selection (Hakim, 2022). This shift highlighted both the opportunities and challenges presented by digital media in Madrasah Ibtidaiyah, emphasizing the need for careful selection to ensure that media enhance learning rather than hinder it.

The shift to digital learning during the COVID-19 pandemic also revealed significant disparities in digital readiness among educational institutions. While some Madrasah Ibtidaiyah adapted quickly to online platforms and digital tools, others struggled due to limited access to necessary technology and inadequate internet connectivity (Hasanah & Sari, 2022). This variation in readiness exposed the critical need for equitable access to digital resources and support systems. Ensuring that all institutions have the infrastructure and resources required for effective digital learning is essential for fostering a more uniform and inclusive educational experience across diverse settings.

Moreover, the pandemic experience underscored the necessity for ongoing professional development for educators in the use of digital media. Teachers had to rapidly acquire new skills to navigate virtual classrooms and utilize digital tools effectively, which was a challenging transition for many (Kurniawan & Supriyadi, 2021). This highlights the importance of investing in comprehensive training programs that

not only address the technical aspects of digital media but also integrate pedagogical strategies for remote and blended learning environments. By equipping educators with the knowledge and skills needed to select and implement appropriate learning media, educational institutions can better support both teachers and students in adapting to and thriving in evolving educational contexts.

This paper aims to explore the techniques and strategies for selecting learning media in Madrasah Ibtidaiyah. By reviewing the latest literature, it will examine the factors that influence media selection, the challenges educators face in different contexts, and the potential solutions for optimizing the use of media in these institutions. The findings from this study will contribute to a deeper understanding of how Madrasah Ibtidaiyah can improve their media selection processes to enhance the quality of education.

## Method

The research method used in writing this article uses qualitative research methods with library research data collection techniques. The qualitative method of library study is a research method where data is collected by understanding and studying various theories from various types of literature that are related to the research theme (Zed in Adlini, 2022). The literature used as a reference for collecting data in writing this article ranges from printed books, e-books, and national and international articles/journals. The various data that have been collected are then categorized and analyzed critically to support various ideas.

## Results and Discussion

The selection of learning media in Madrasah Ibtidaiyah is a crucial process that directly influences the effectiveness of the

teaching and learning experience. Teachers must carefully evaluate various factors, including the characteristics of the media, the objectives of the lesson, and the students' learning needs. Media that is aligned with the cognitive, affective, and psychomotor goals of the curriculum can greatly enhance student engagement and comprehension. Additionally, the availability of resources, the teacher's ability to utilize the media, and the technology infrastructure in the school are important considerations. By selecting appropriate media, educators can create a more dynamic and interactive learning environment, making education more accessible and meaningful for students at Madrasah Ibtidaiyah.

The selection of learning media in Madrasah Ibtidaiyah is essential for enhancing educational outcomes and ensuring effective teaching practices. This discussion highlights key considerations and strategies for choosing appropriate media, reflecting recent research and theoretical perspectives.

### *Alignment with educational objectives*

One of the primary factors in selecting learning media is ensuring alignment with educational objectives. According to Hakim et al. (2020), media should be chosen based on how well it supports the cognitive, affective, and psychomotor goals of the curriculum. Bloom's taxonomy, which categorizes educational goals into cognitive, affective, and psychomotor domains, provides a framework for evaluating whether a particular medium can effectively meet these goals (Hakim, 2022). For instance, visual media like videos can be highly effective for visual learners and cognitive tasks that require detailed explanations.

Ensuring that learning media align with educational objectives involves a careful analysis of the curriculum goals and the

characteristics of the media available. According to Bloom's taxonomy, different types of media can address specific cognitive levels, such as understanding, applying, and analyzing information. For example, interactive simulations and educational games are effective for tasks that require application and synthesis, helping students to engage with material actively and apply their knowledge in practical scenarios (Amiruddin, 2021). Selecting media that correspond to these cognitive processes helps to ensure that the media not only present content but also facilitate deeper learning by aligning with the instructional goals.

In addition to cognitive goals, media selection should consider affective and psychomotor objectives. Affective goals relate to students' attitudes, values, and feelings towards learning, while psychomotor goals involve physical skills and coordination. Media that incorporates storytelling, real-life scenarios, or role-playing can enhance students' emotional engagement and motivation, addressing affective objectives effectively (Hakim et al., 2020). For psychomotor skills, hands-on tools and interactive simulations that allow students to practice physical skills in a controlled environment are crucial. Such media provide opportunities for students to develop fine motor skills and procedural knowledge through practice.

Moreover, the context of media usage within the classroom is essential for achieving alignment with educational objectives. Teachers must consider how media can be integrated into various teaching strategies, such as direct instruction, group work, or project-based learning. The media should complement the teaching methods used, thereby enhancing their effectiveness. For instance, multimedia presentations can support lectures by providing visual and auditory stimuli that reinforce key concepts, while digital collaborative tools can facilitate

group projects and discussions (Kurniawan & Supriyadi, 2021). Aligning media with teaching strategies ensures that the media are used purposefully and effectively within the educational framework.

Finally, the evaluation of media effectiveness should be an ongoing process. Teachers should continuously assess whether the media used are meeting the intended educational objectives and making necessary adjustments based on student feedback and learning outcomes. Regular evaluation helps identify any gaps between the media's intended use and its actual impact on learning. This iterative process allows educators to refine their media selection and integration practices, ensuring that they remain responsive to students' evolving needs and the changing educational landscape (Nurhasanah & Widyastuti, 2020).

### *Consideration of student characteristics*

Another critical aspect is the alignment of media with student characteristics. Research by Amiruddin (2021) emphasizes that media must be suitable for the students' developmental stages and learning styles. For example, auditory learners benefit more from audio resources, while kinesthetic learners engage better with interactive and hands-on media (Rahman & Ismail, 2021). Teachers should consider students' sensory needs and preferences to select media that enhance engagement and learning.

Aligning media with student characteristics involves understanding the diverse learning styles and developmental stages of students. Different students have varying sensory preferences and learning needs, which can significantly impact how effectively they engage with and benefit from different types of media. For instance, visual learners, who process information better through images and diagrams, may find educational videos and infographics

particularly beneficial (Amiruddin, 2021). On the other hand, students who are more tactile or kinesthetic learners thrive when they can interact physically with the learning material, such as through simulations, models, or manipulatives (Rahman & Ismail, 2021). By selecting media that cater to these specific learning preferences, educators can create a more inclusive and effective learning environment that accommodates individual differences.

Additionally, considering students' developmental stages is crucial in media selection. Young children, for example, may benefit from media that features simple visuals and interactive elements that support basic concept development and motor skills. In contrast, older students who are at a more advanced cognitive level can handle more complex media that involves critical thinking and problem-solving tasks (Hakim, 2022). The choice of media should therefore align with students' cognitive abilities and developmental needs, ensuring that the media not only engage them but also appropriately challenge them at their level of understanding. This alignment helps in fostering an educational experience that is both developmentally appropriate and tailored to diverse learning needs.

### ***Resource availability and technological infrastructure***

The availability of resources and technological infrastructure plays a significant role in media selection. Hasanah and Sari (2022) note that many Madrasah Ibtidaiyah face challenges related to limited access to modern technology. This limitation impacts the feasibility of incorporating advanced media into the classroom. Thus, teachers must balance the ideal media choices with the practical constraints of their environment, such as access to technology

and availability of support (Nurhasanah & Widyastuti, 2020).

The impact of limited technological resources on media selection is further compounded by the uneven distribution of educational resources across different regions. In many cases, rural or underserved areas experience more pronounced gaps in technological access, which can hinder the implementation of innovative media tools. This disparity necessitates a strategic approach to media selection, where educators in resource-constrained environments prioritize low-cost or low-tech solutions that still offer educational value. For instance, the use of print materials or audio resources may become a viable alternative when advanced digital media are not accessible, ensuring that learning continues despite infrastructural limitations (Hakim et al., 2020).

Additionally, the integration of media in educational settings requires not only access to technology but also adequate training and support for educators. Professional development programs that focus on enhancing teachers' digital literacy and pedagogical skills can mitigate some of the challenges associated with limited technological resources. Training helps teachers to effectively use available media and adapt their instructional strategies to make the most of the tools at their disposal (Kurniawan & Supriyadi, 2021). By fostering a supportive environment where teachers are equipped to navigate and leverage the constraints of their context, educational institutions can improve the overall effectiveness of media selection and usage in Madrasah Ibtidaiyah.

### ***Professional development and training***

The effectiveness of media usage also depends on teachers' proficiency with the chosen tools. Kurniawan and Supriyadi (2021)

highlight the need for ongoing professional development to equip educators with the skills necessary to effectively integrate and utilize various media. Professional training ensures that teachers are not only familiar with the media but also adept at leveraging it to enhance the learning experience.

Professional development not only enhances teachers' technical skills but also fosters a deeper understanding of pedagogical strategies for integrating media into instruction. Effective media use requires more than just familiarity with tools; it involves the ability to design engaging and pedagogically sound lessons that leverage media to meet educational objectives. According to Rahman and Ismail (2021), professional training programs that incorporate both technical proficiency and instructional design principles can significantly improve teachers' ability to create dynamic learning environments. These programs help teachers align media with curricular goals and adapt their teaching methods to maximize student engagement and learning outcomes.

Furthermore, ongoing support and collaboration among educators play a critical role in sustaining effective media use. Schools and educational institutions should establish communities of practice where teachers can share experiences, strategies, and challenges related to media integration. This collaborative approach allows educators to learn from each other and continuously refine their media usage practices. As noted by Nurhasanah and Widyastuti (2020), such peer support networks can provide valuable insights and practical solutions, helping teachers overcome obstacles and innovate in their teaching methods. By creating a culture of continuous learning and collaboration, educational institutions can enhance the overall effectiveness of media in the classroom. Conclusion

The selection of learning media in Madrasah Ibtidaiyah plays a pivotal role in shaping the effectiveness of the teaching and learning process. Ensuring that media align with educational objectives is crucial for enhancing student engagement and comprehension. Media that supports cognitive, affective, and psychomotor goals can significantly improve learning outcomes. The integration of media must be thoughtful, considering factors such as the alignment with curriculum goals, the characteristics of the media, and the developmental stages of students. By making informed choices, educators can create dynamic and interactive learning environments that foster deeper understanding and engagement.

The alignment of media with student characteristics is another essential factor. Recognizing and accommodating diverse learning styles and developmental stages allows educators to tailor media to better meet individual needs. Auditory, visual, and kinesthetic learners each benefit from different types of media, and selecting resources that match these preferences can enhance the learning experience. Furthermore, considering students' developmental levels ensures that the media used are appropriate for their cognitive and emotional growth, thereby supporting effective learning and skill development.

Resource availability and technological infrastructure also significantly impact media selection and usage. In environments with limited access to advanced technology, educators must balance ideal media choices with practical constraints. Prioritizing low-cost or low-tech alternatives can help maintain educational quality despite infrastructural limitations. Additionally, ongoing professional development and support for educators are crucial for effective media integration. Training programs that enhance both technical skills and pedagogical strategies, along with fostering collaborative

learning communities, can help educators navigate challenges and maximize the impact of media in their teaching practices.

## Conclusion

Based on the literature review, it can be concluded that the selection of learning media in Madrasah Ibtidaiyah is a strategic process that significantly determines the quality of the teaching and learning experience. This selection must consider alignment with learning objectives, student characteristics, the availability of resources and technological infrastructure, as well as teachers' competence in effectively integrating media. Media that support cognitive, affective, and psychomotor goals can substantially enhance student engagement and comprehension. Therefore, strengthening teacher capacity through ongoing professional development and adequate institutional support is essential to ensure the optimal and adaptive use of learning media in response to the evolving educational landscape.

## Declaration of Ownership

This article is our original work.

## Conflict of Interest

There is no conflict of interest to declare in this article.

## Ethical Clearance

This study was approved by the institution.

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