



IMPLEMENTING THE ASSURE MODEL FOR DEVELOPING PAI MEDIA AND TECHNOLOGY AT SMAMDA SIDOARJO

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Abstract :

This study aims to analyze the implementation of the ASSURE model in the development of Islamic Religious Education (PAI) learning media and technology at SMA Muhammadiyah 2 Sidoarjo. Advancements in information technology require teachers to transition from mere information transmitters to creative instructional designers. The research employs a qualitative descriptive design to explore how teachers utilize the systematic steps of ASSURE Analyze learners, State objectives, Select methods, Utilize media, Require participation, and Evaluate to enhance learning. Data were collected through classroom observations, interviews, and documentation, and analyzed using Miles and Huberman's interactive model. The findings reveal that the ASSURE model consistently improves learning effectiveness, strengthens teacher-student interaction, and fosters student interest based on Islamic values relevant to modern life. PAI teachers successfully integrate digital technologies such as e-learning and reflective videos with contextual moral values, resulting in an integrative, humanistic, and transformative learning model.

Keywords: ASSURE Model, Instructional Technology, Islamic Education, Learning Media, SMA Muhammadiyah 2 Sidoarjo

Abstrak:

Penelitian ini bertujuan untuk menganalisis implementasi model ASSURE dalam pengembangan media dan teknologi pembelajaran Pendidikan Agama Islam (PAI) di SMA Muhammadiyah 2 Sidoarjo. Kemajuan teknologi informasi menuntut guru untuk bertransisi dari sekadar penyampai informasi menjadi perancang pembelajaran yang kreatif. Penelitian ini menggunakan desain deskriptif kualitatif untuk mengeksplorasi bagaimana guru memanfaatkan langkah-langkah sistematis ASSURE Menganalisis peserta didik, Menyatakan tujuan, Memilih metode, Memanfaatkan media, Membutuhkan partisipasi, dan Mengevaluasi untuk meningkatkan pembelajaran. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi, dan dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa model ASSURE secara konsisten meningkatkan efektivitas pembelajaran, memperkuat interaksi guru-siswa, dan menumbuhkan minat siswa berdasarkan nilai-nilai Islam yang relevan dengan kehidupan modern. Guru PAI berhasil mengintegrasikan teknologi digital seperti e-learning dan video reflektif dengan nilai-nilai moral kontekstual, menghasilkan model pembelajaran yang integratif, humanistik, dan transformatif.

Kata Kunci: Model ASSURE, Teknologi Pembelajaran, Pendidikan Islam, Media Pembelajaran, SMA Muhammadiyah 2 Sidoarjo

INTRODUCTION

Islamic Religious Education (PAI) holds a strategic position in shaping the character, morals, and personality of students to become individuals of

faith, knowledge, and noble conduct. However, in the current era of digitalization and technological disruption, the challenges facing PAI instruction have become increasingly complex. Students today not only live in a modern social environment but are also surrounded by various digital media that influence their thinking, behavior, and interactions. Consequently, an instructional approach is needed that can bridge Islamic values with modern technological developments in a balanced, creative, and meaningful way.

In the context of SMA Muhammadiyah 2 Sidoarjo (SMAMDA), these challenges are visibly apparent. As a modern Islamic school known for academic and technological excellence, SMAMDA serves students with the characteristics of the digital generation: critical, adaptive, and accustomed to using technology in daily life. They actively use gadgets, social media, and online learning platforms such as the Student Information System (SIS) and Google Classroom. This condition presents a significant opportunity for PAI teachers to innovate through the development of learning media and technology, ensuring that Islamic values are not merely taught verbally but internalized through interactive and reflective learning experiences.

However, in practice, teachers often face obstacles in designing instruction that harmoniously blends religious dimensions with technology. Many available learning media are generic and fail to integrate Islamic content contextually with the world of adolescents. Furthermore, some teachers struggle to select technologies that align with learning objectives and student characteristics. Therefore, a structured, systematic, and easily implementable instructional design model is required to guide teachers in developing media and technology with clear steps.

The ASSURE model (*Analyze Learners, State Objectives, Select Methods, Utilize Media, Require Participation, Evaluate and Revise*) offers a relevant solution to these issues. This model assists teachers in designing, implementing, and evaluating media-based and technology-based learning in a planned manner. In PAI instruction at SMAMDA, the ASSURE model serves as a systematic framework to integrate Islamic values with modern pedagogical approaches. Through this model, teachers focus not only on content delivery but also on student conditions, objective clarity, media suitability, active engagement, and continuous reflection.

This research focuses on the application of the ASSURE model in the context of developing PAI learning media and technology at SMA Muhammadiyah 2 Sidoarjo. The objective is to explain how this model is implemented by teachers, the extent of its effectiveness in improving learning quality, and its impact on student interest and engagement. This study is expected to provide theoretical and practical contributions to the development of PAI learning strategies in modern Islamic schools facing the challenge of integrating spiritual values with digital progress.

Literature Review

The Concept of Media and Instructional Technology

According to Heinich, Molenda, Russell, and Smaldino (2002), media

function not only as aids in message delivery but as communication systems connecting learning sources with students. Instructional technology involves the use of scientific and systematic principles to design, develop, and evaluate the entire learning process for effectiveness and efficiency. In PAI, media development is crucial for bridging abstract Islamic values with concrete student experiences. Yaumi (2016) asserts that effective media must meet three principles: relevance, meaningfulness, and interactivity.

The ASSURE Instructional Design Model

The ASSURE model is a practice-oriented instructional design model emphasizing the integration of media and technology. It consists of six interrelated stages:

1. Analyze Learners: Understanding student characteristics such as age, background, and learning styles.
2. State Performance Objectives: Formulating specific, measurable objectives using the ABCD format (Audience, Behavior, Condition, Degree).
3. Select Methods, Media, and Materials: Choosing appropriate strategies and technologies, such as combining discussion with digital video or apps.
4. Utilize Media and Materials: Ensuring media is used optimally by preparing the environment and the learners.
5. Require Learner Participation: Engaging students actively in observing, discussing, and reflecting.

Evaluate and Revise: Assessing learning outcomes and the effectiveness of the media for future improvement

RESEARCH METHOD

Design and Participants

This study utilizes a qualitative descriptive approach to deeply describe the process of implementing the ASSURE model in PAI instruction at SMAMDA. This approach was chosen to explore meanings and contextual understandings of natural learning phenomena. The research was conducted at SMA Muhammadiyah 2 Sidoarjo, selected for its technology-based learning system, including the use of SIS and LMS. The subjects included PAI teachers, Grade XI students, and the Vice Principal for Curriculum.

Data Collection and Analysis

Data were collected over one semester through three main techniques: participant observation of classroom activities, in-depth interviews with teachers and students, and documentation of lesson plans and digital learning materials. The researcher acted as the primary instrument. Data were analyzed using Miles and Huberman's interactive model (2014), comprising data reduction, data display, and conclusion drawing/verification. Validity was ensured through source and method triangulation.

FINDINGS AND DISCUSSION

The implementation of the ASSURE model at SMA Muhammadiyah 2 Sidoarjo proceeds systematically through six main stages, creating a learning environment that is interactive, contextual, and character-oriented.

1. Analyze Learners

PAI teachers at SMAMDA begin by analyzing student profiles. Findings indicate that the majority of students are adolescents aged 15–18 with high digital literacy. While they are adept at using technology for academic and non-academic purposes, their religious understanding varies; some are highly interested in religious activities, while others require motivational approaches. Teachers use this analysis to personalize strategies, such as directing tech-savvy students to create digital dakwah content. This aligns with Heinich et al. (2002), who state that understanding student characteristics is fundamental to media selection.

2. State Performance Objectives

Objectives are formulated based on the Merdeka curriculum, utilizing the ABCD format to ensure they are specific and measurable⁵⁰. For instance, on the topic of "Sincerity (Ikhlas)," the objective requires students to explain and demonstrate sincere behavior through reflective video analysis with 80% participation. These objectives encompass cognitive, affective, and psychomotor domains, emphasizing not just concept mastery but the internalization of values like honesty and empathy.

3. Select Methods, Media, and Materials

Teachers consistently combine traditional and modern methods, such as problem-based learning and project-based learning. In the topic "Ethics in Social Media," students analyze real cases and create digital campaigns. Media selection includes interactive PowerPoint, reflective videos, Quizizz, Canva, and the school's LMS. This variety transforms the teacher's role into that of a learning designer, encouraging student creativity.

4. Utilize Media and Materials

Teachers apply the 5P principles (Preview, Prepare environment, Prepare learners, Prepare equipment, Provide experience). Before lessons, media are reviewed for accuracy, and the environment is arranged for collaboration. For example, in learning "Social Justice," teachers screen documentaries on marginalized communities, followed by group discussions. This utilization strengthens empathy and social awareness, proving technology serves as a vehicle for Islamic character building.

5. Require Learner Participation

Student participation is fostered through active collaborative activities. Students engage in creating creative dakwah videos, Friday sermon simulations, and social projects titled "Islam Rahmatan lil 'Alamin". This active involvement supports Vygotsky's constructivism, where meaningful learning occurs through interaction.

6. Evaluate and Revise

Evaluation is comprehensive, covering cognitive (via Quizizz), affective (observation of behavior), and psychomotor (worship practice) domains. Following evaluation, teachers engage in reflection and revision to improve media effectiveness for future sessions, ensuring the design remains adaptive.

Table 1: Matrix of ASSURE Implementation and Pedagogical Implications

ASSURE Step	Field Evidence	Pedagogical Implication
Analyze Learners	High digital literacy but varied religious interest.	Strategy personalization: tech-based tasks for engagement.
State Objectives	Use of ABCD format (Audience, Behavior, Condition, Degree).	Clear targets covering cognitive, affective, and psychomotor domains.
Select Methods/Media	Integration of LMS, Canva, Quizizz, and Video.	Shift from teacher-centered to student-centered/designer role.
Utilize Media	Application of 5P Principles (Preview, Prepare, etc.).	Technology functions as a tool for character and spiritual formation.
Require Participation	<i>Dakwah</i> videos, simulations, social project.	Active learning facilitates the internalization of Islamic values.
Evaluate & Revise	Comprehensive assessment & continuous reflection.	Continuous quality improvement of instruction.

CONCLUSION

The application of the ASSURE model in developing PAI media and technology at SMA Muhammadiyah 2 Sidoarjo has significantly enhanced the quality of the learning process. The model provides a systematic framework that allows teachers to integrate technology with Islamic values, creating meaningful, contextual, and transformative learning experiences.

Systematic Design: The steps from analyzing learners to evaluation ensure that technology use is targeted and relevant to the "digital native" student profile.

Student Engagement: The "Require Participation" stage effectively fosters responsibility and social care through digital projects and simulations.

Paradigm Shift: The model successfully shifts the paradigm from conventional lecturing to participatory, technology-based learning where teachers act as facilitators and innovators.

For sustainability, it is recommended that teachers utilize ASSURE as a standard reference for instructional design and undergo continuous training in digital pedagogy. Schools must support this with adequate infrastructure and policy. Future research should consider quantitative approaches to measure the empirical impact of this model on student character and learning outcomes.

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