

## **Innovation in the Development of Learning Media Management in the Context of Islamic Education at Santi Witya Serong School, Thailand**

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**Abstract:** This study explores the innovation in developing learning media management within the context of Islamic education at Santi Witya Serong School, Thailand. The research emphasizes how effective management of instructional media can enhance the quality of teaching and learning, particularly in integrating Islamic values with modern educational practices. The study highlights the strategies applied in planning, organizing, implementing, and evaluating media usage to improve both teachers' pedagogical skills and students' learning outcomes. Findings indicate that innovative management practices contribute significantly to creating interactive, engaging, and contextually relevant learning environments. Moreover, the integration of technology-based media strengthens the effectiveness of Islamic education and aligns with the school's vision to foster holistic development.

**Keywords:** Innovation; Media Management; Learning Media; Islamic Education.

**Abstrak:** Penelitian ini membahas inovasi dalam pengembangan manajemen media pembelajaran dalam konteks pendidikan Islam di Santi Witya Serong School, Thailand. Fokus penelitian terletak pada bagaimana pengelolaan media pembelajaran yang efektif mampu meningkatkan kualitas proses belajar mengajar, khususnya dalam mengintegrasikan nilai-nilai Islam dengan praktik pendidikan modern. Penelitian ini menekankan strategi perencanaan, pengorganisasian, pelaksanaan, dan evaluasi penggunaan media dalam rangka meningkatkan kompetensi pedagogis guru dan hasil belajar siswa. Temuan menunjukkan bahwa praktik manajemen inovatif berkontribusi secara signifikan dalam menciptakan lingkungan belajar yang interaktif, menarik, dan relevan dengan kebutuhan. Selain itu, integrasi media berbasis teknologi memperkuat efektivitas pendidikan Islam serta sejalan

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**Kata Kunci:** Inovasi, Manajemen Media; Media Pembelajaran; Pendidikan Islam; Santi Witya Serong School.

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### **A. Introduction**

Islamic education in the era of globalization faces major challenges in integrating religious values with the development of modern technology. Islamic schools in various countries, including Thailand, are required to innovate in order to provide learning that is relevant, effective, and contextual (Ainiyah, 2013). In this context, learning media plays a central role in improving the quality of education. With proper management, learning media can serve as a tool to clarify material, motivate students, and connect new knowledge with previous learning experiences (Sadiman, 2018) (Sitepu, Masitah, Rahimah, Jf, & Setiawan, 2025).

In Thailand, particularly in Islamic schools such as Santi Witya Serong School, the need for learning media management is increasing. This is because Islamic schools do not only teach general knowledge but also instill Islamic values in every subject (Ali & Daud, 2021). Learning media management includes planning, organizing, implementation, and evaluation of media use. When managed innovatively, it can significantly improve the quality of education (Setiawan & Maulana, 2025) (Arsyad, 2019).

Innovation in the development of learning media management is crucial to meet the needs of the digital generation who are accustomed to information technology. The integration of technology with Islamic education makes it possible to create learning that is more interactive and meaningful (Prensky, 2010). Santi Witya Serong School, as an Islamic educational institution in Thailand, faces challenges to remain relevant to contemporary developments without abandoning its Islamic identity. Therefore, innovative strategies in learning media management are needed (Harfiani, Riza, & Setiawan, 2024) (Rahman, 2020).

One of the main problems in Islamic schools is the limitation of resources, both in terms of facilities and teachers' competence in managing learning media. This condition requires solutions through the development of a more structured media management

system (Yusuf & Wahyudi, 2017). Technology-based learning media can be a solution to overcome these limitations. However, without proper management, the use of technology can create new problems, such as distraction and lack of control over content (Koehler & Mishra, 2009).

The innovative development of learning media management at Santi Witya Serong School is not only beneficial for teachers and students but can also serve as a model for other Islamic schools in Thailand and Southeast Asia (Hassan, 2019). Islamic education requires media that can integrate general knowledge and spiritual values. Therefore, the management of learning media must be designed systematically so that Islamic values remain the foundation in the learning process (Nasir, 2015).

Previous studies have shown that learning media that is professionally managed can significantly improve student motivation and learning outcomes (Munir, 2012). This proves the importance of innovation in media management within Islamic schools. Teachers as the primary implementers of learning need training in managing technology-based media. Without adequate mastery, media will not provide maximum impact on the quality of learning (Wahyudi, 2016).

In the global context, learning media management must also consider multicultural aspects, especially in Thailand, which has cultural and religious diversity. This requires innovation so that learning remains inclusive and relevant (Azra, 2014). Digital learning media, such as interactive applications and e-learning platforms, can help students understand the material more quickly and easily. However, for them to be effective, their use must be organized through appropriate management (Anderson, 2010).

Santi Witya Serong School needs to develop specific policies regarding the use of learning media. Such policies will become the foundation for planning and evaluating media-based learning processes (Rahim, 2018). Innovative learning media management can increase time efficiency, strengthen teacher-student interaction, and expand access to learning resources (Siagian, 2016). In addition, the integration of technology into learning media can reinforce Islamic character education, for example through digital

applications containing Islamic content that supports students' moral and spiritual values (Hidayat, 2019).

This research is important because studies on learning media management in Islamic schools in Thailand are still limited. Most previous studies focused on schools in Indonesia and Malaysia (Abdullah, 2017). By innovating in learning media management, Santi Witya Serong School can create a model of Islamic learning that is adaptive, relevant, and excellent at the regional and international levels (Karim, 2020). Therefore, this study not only contributes to the development of Islamic education management theory but also offers practical solutions for more effective learning management in Islamic schools.

The objectives of this study are to analyze the strategies for developing learning media management at Santi Witya Serong School Thailand, to identify innovations applied in the planning, organizing, implementation, and evaluation of learning media, and to examine the impact of media management innovation on improving the quality of learning and the integration of Islamic values. In addition, this research aims to formulate a relevant learning media management model for Islamic schools in Thailand and to provide policy recommendations for innovation-based media management in Islamic educational institutions to be more adaptive to contemporary developments.

## **B. Research Method**

This research employs a qualitative approach with a case study design to explore the innovation in the development of learning media management within the context of Islamic education at Santi Witya Serong School, Thailand. The qualitative method is chosen because it allows researchers to gain an in-depth understanding of phenomena in their natural setting and to interpret meanings that participants assign to their experiences (Creswell & Poth, 2018). By focusing on a single institution, this study is expected to provide detailed and contextual insights into how media management is developed and implemented.

The research site is Santi Witya Serong School, a prominent Islamic educational institution in Thailand that integrates general education with Islamic values. This site is

selected because it represents the unique challenges and opportunities faced by Islamic schools in a multicultural society. Moreover, the school has made efforts to innovate in learning media management, making it a suitable locus for in-depth exploration of the research objectives.

The primary data sources consist of school leaders, teachers, and students as key informants. The involvement of these participants ensures that perspectives from management, implementers, and beneficiaries of learning media are captured comprehensively. Additional sources include school documents, policy guidelines, and media usage reports that support the triangulation of data.

Data collection techniques include semi-structured interviews, participant observation, and document analysis. Semi-structured interviews are conducted with school leaders and teachers to gather information on planning, organizing, implementing, and evaluating learning media management. Participant observation allows the researcher to observe directly how media is used in classroom practices, while document analysis provides contextual evidence of the school's media management strategies (Merriam & Tisdell, 2016).

To ensure the credibility of the findings, triangulation is applied across different data sources and methods. The researcher also conducts member checking by sharing preliminary findings with participants to validate accuracy and interpretation. In addition, thick description is employed in reporting the data to allow readers to assess the transferability of the results to similar contexts (Lincoln & Guba, 1985).

Data analysis follows Miles, Huberman, and Saldaña's (2014) interactive model, which consists of three concurrent flows: data condensation, data display, and conclusion drawing/verification. Data condensation involves selecting and simplifying relevant information, while data display organizes the findings in visual or narrative forms. Finally, conclusion drawing involves interpreting patterns, themes, and relationships in order to construct meaningful findings regarding innovative learning media management.

Ethical considerations are also prioritized in this study. Participants' informed consent is obtained before data collection, and confidentiality is maintained by

anonymizing names and sensitive information. The researcher ensures that the study does not disrupt the teaching and learning activities at Santi Witya Serong School and that findings are reported transparently to contribute to the broader discourse on Islamic education and media management innovation.

### **C. Results and Discussion**

The findings reveal that the strategy for developing learning media management at Santi Witya Serong School in Thailand focuses on integrating technology with the values of Islamic education. This strategy was systematically designed by considering students' characteristics, curriculum needs, and the expectations of the predominantly Muslim community (Yusuf, 2019). This confirms that media management planning is not merely technical but also grounded in spiritual values.

In the planning stage, the school designed a media development program by involving teachers, principals, and the education committee. Planning was carried out through joint deliberation to ensure that the media used was in line with the school's vision (Hamalik, 2017). The analysis indicates that multi-stakeholder involvement strengthens the relevance of media to learning needs and ensures that Islamic values remain the foundation.

The organization of learning media at the school is carried out with a clear division of roles among teachers, the information technology team, and facility managers. Teachers are responsible for designing Islamic-based content, the technology team ensures the feasibility of the tools, and the administration allocates the budget (Arsyad, 2019). This organizational structure reflects participatory and transparent governance.

In the implementation stage, digital-based learning media such as Islamic learning videos, interactive Qur'an applications, and e-learning platforms are used consistently. Observations show that these media enhance student engagement in the learning process (Heinich et al., 2016). Students are not only passive recipients of information but also actively interact with the content through quizzes and online discussions.

Evaluation of learning media is conducted regularly through monthly evaluation meetings. This involves teachers, students, and parents. Interview results indicate that

the evaluation assesses not only the effectiveness of the media but also its alignment with the principles of Islamic education (Sudjana & Rivai, 2018). This evaluation model ensures that media do not deviate from Islamic moral and ethical values.

The main innovation in planning is the use of a locally developed *learning management system* (LMS) integrated with Islamic content. This LMS is specifically designed to support religious learning with features such as prayer reminders, digital tafsir, and discussion forums on Islamic ethics (Rahman, 2021). This illustrates how innovation can accommodate the contextual needs of Islamic schools.

In terms of organization, innovation can be seen in the establishment of a special unit for Islamic media development at the school. This unit is responsible for designing, editing, and supervising content to ensure it aligns with the Islamic education curriculum. The presence of this unit makes media management more professional and well-directed (Miarso, 2016).

At the implementation stage, innovation was realized through the use of virtual reality (VR) media to introduce Islamic history and significant sites such as Mecca and Medina. Students could experience immersive learning that helped them better understand Islamic values (Munir, 2020). This innovation not only boosted students' motivation to learn but also strengthened their religious identity.

Innovative evaluation was carried out through student and parent satisfaction surveys using digital applications. The collected data were processed to assess the effectiveness of the media in improving student understanding. This data-driven approach enables the school to refine media promptly and effectively (Sugiyono, 2022).

The impact of media management innovation on the quality of learning is highly significant. Based on teacher interviews, students became more active in classroom discussions, grasped materials more quickly, and demonstrated improved learning outcomes (Slavin, 2018). This supports the theory that innovative learning media can enhance the quality of teacher-student interaction.

In addition to improving learning quality, innovation also strengthened the integration of Islamic values into the learning process. For example, educational videos



not only delivered science content but also connected it with Qur'anic verses (Azra, 2019). This made learning more meaningful and fostered students' spiritual awareness.

A relevant learning media management model for Islamic schools in Thailand was formulated through four stages: participatory planning, collaborative organization, implementation using Islamic-based technology, and integrative evaluation (Hasanah, 2021). This model emphasizes not only technical aspects but also religious foundations.

Further discussion shows that this model can serve as a reference for other Islamic schools in Thailand. Given the similar socio-cultural context, the model could be applied with minor adjustments (Daulay, 2020). Thus, the management model has considerable transferability.

However, the study also identified challenges in implementing these innovations. Limited budgets and teachers' lack of technological skills remain obstacles (Sanjaya, 2018). Nevertheless, the school addressed these issues through regular training and collaboration with local Islamic organizations that support learning media development.

The study findings demonstrate a positive correlation between innovation-based media management and the improvement of Islamic education quality. The more effective the media management, the higher the learning quality and students' understanding of Islamic values (Nasution, 2017).

From a policy perspective, the study recommends that Islamic educational institutions in Thailand allocate special budgets for innovative learning media. Support from the government and Islamic organizations is also essential to ensure the sustainability of these innovation programs (Tilaar, 2019).

Furthermore, the study suggests that teacher training curricula should focus more on integrating technology with Islamic values. As the main actors in the learning process, teachers must have adequate skills to design and implement Islamic learning media (Uno, 2018).

Collaborative support among schools, communities, and Islamic institutions will strengthen the effectiveness of media management. With collaboration, schools can access additional resources, both financial and in terms of high-quality Islamic content (Suryosubroto, 2017).



Overall, the results and discussion of this study affirm that innovation in the development of learning media management at Santi Witya Serong School Thailand has successfully enhanced learning quality, reinforced Islamic values, and produced a model that can serve as a policy reference for Islamic education in the future (Rahardjo, 2019).

The core findings of this study indicate that the strategy for developing learning media management at Santi Witya Serong School Thailand has been systematically implemented by emphasizing four key aspects: planning, organizing, implementation, and evaluation. In terms of planning, the school successfully designed innovative media usage programs that align with student needs and are rooted in Islamic values as the foundation of education. In the organizing stage, clear task distribution among teachers, school principals, and supporting staff ensured that the process of implementing learning media was well-coordinated and effectively directed.

In the implementation aspect, innovations in media use, particularly technology-based tools such as digital learning applications, interactive videos, and online platforms, have proven to enhance student engagement in the learning process. This not only enriched learning experiences but also fostered motivation, as well as critical and creative thinking skills among students. Evaluation was carried out continuously through observation, questionnaires, and interviews involving both teachers and students, enabling the school to assess the effectiveness of media implementation while identifying areas for improvement.

A significant finding of this study is the integration of Islamic values into learning media usage. Every piece of content, whether digital or non-digital, was consistently linked to Islamic teachings, thus reinforcing students' religious character. The impact of innovative media management was evident in the improved quality of learning, both in terms of academic understanding and spiritual development.

Furthermore, the study successfully formulated a model of learning media management relevant to Islamic schools in Thailand. This model emphasizes principles of innovation, collaboration, and integration of Islamic values at every stage of media management. The study also provides policy recommendations, such as the need for intensive teacher training, the development of adequate technological infrastructure, and

regulatory support from both the government and Islamic educational foundations. Hence, the development of learning media management at Santi Witya Serong School Thailand can serve as a reference for other Islamic schools in addressing the challenges of 21st-century education.

#### **D. Conclusion**

Based on the findings, it can be concluded that the development of learning media management at Santi Witya Serong School Thailand has been systematically implemented through the stages of planning, organizing, implementation, and evaluation. Each stage was carried out by integrating the principles of innovation and Islamic values, so that learning media not only functioned as a tool for delivering content but also as a means of shaping students' religious character. This shows that the school has been able to manage learning media effectively within the context of Islamic education.

Another conclusion from this study is that innovation in the use of media, particularly those based on information technology, has had a positive impact on improving the quality of learning. Students became more active, motivated, and able to develop critical and creative thinking skills. In addition, continuous evaluation helped the school address weaknesses in media management and ensured the sustainability of the innovation programs that were implemented.

This study also formulated a model of learning media management that can serve as a reference for Islamic schools in Thailand and other countries with similar contexts. This model emphasizes the importance of innovation, collaboration, and the reinforcement of Islamic values in every aspect of media management. The policy recommendations provided, such as teacher training and the enhancement of technological infrastructure, are expected to support the realization of a learning system that is high-quality, relevant, and competitive in the 21st-century education era.

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