

Strategies for Utilizing Instructional Media in Islamic Religious Education Learning at An-Nikmah Al-Islamiyah Phnom Penh Institute, Cambodia

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Abstract: This study aims to analyze strategies for utilizing instructional media in Islamic Religious Education (IRE) learning at An-Nikmah Al-Islamiyah Phnom Penh Institute, Cambodia. This research employed a qualitative approach using a case study design. Data were collected through observations, interviews, and documentation involving Islamic Religious Education teachers and students as data sources. Data analysis was conducted through data condensation, data display, and conclusion drawing and verification. The findings indicate that instructional media are utilized through a selection process that considers learning objectives, the characteristics of the instructional materials, students' needs, and the availability of educational facilities and infrastructure. Teachers utilize visual media, audio-visual media, printed materials, and digital technology-based media to enhance students' attention, understanding, and engagement in Islamic Religious Education learning. The strategy for utilizing instructional media is implemented flexibly by combining conventional and digital media according to instructional needs. The use of instructional media contributes positively to creating Islamic Religious Education learning that is more engaging, interactive, and contextual. The study emphasizes that the effectiveness of instructional media is determined not only by technological sophistication but also by teachers' ability to select, integrate, and optimize media according to learning objectives and the educational context.

Keywords: Learning Strategies; Instructional Media; Islamic Religious Education; Digital Learning; Islamic Education; Cambodia

Abstrak: Penelitian ini bertujuan untuk menganalisis strategi pemanfaatan media pembelajaran dalam pembelajaran

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Pendidikan Agama Islam (PAI) di An-Nikmah Al-Islamiyah Phnom Penh Institute, Cambodia. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data penelitian diperoleh melalui observasi, wawancara, dan dokumentasi yang melibatkan guru Pendidikan Agama Islam dan peserta didik sebagai sumber data. Analisis data dilakukan melalui tahapan kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa pemanfaatan media pembelajaran dilakukan melalui pemilihan media yang disesuaikan dengan tujuan pembelajaran, karakteristik materi, kondisi peserta didik, serta ketersediaan sarana dan prasarana. Guru memanfaatkan media visual, audio-visual, bahan cetak, dan media berbasis teknologi digital untuk meningkatkan perhatian, pemahaman, dan keterlibatan peserta didik dalam proses pembelajaran PAI. Strategi pemanfaatan media juga dilakukan secara fleksibel dengan mengombinasikan media konvensional dan digital sesuai dengan kebutuhan pembelajaran. Penggunaan media pembelajaran memberikan kontribusi positif terhadap terciptanya pembelajaran PAI yang lebih menarik, interaktif, dan kontekstual. Penelitian ini menegaskan bahwa efektivitas media pembelajaran tidak hanya ditentukan oleh kecanggihan teknologi, tetapi juga oleh kemampuan guru dalam memilih, mengintegrasikan, dan mengoptimalkan media sesuai dengan tujuan dan konteks pembelajaran.

Kata Kunci: Strategi Pembelajaran; Media Pembelajaran; Pendidikan Agama Islam; Pembelajaran Digital; Pendidikan Islam; Cambodia.

A. Introduction

Islamic Religious Education (IRE) plays an important role in developing students' intellectual, spiritual, moral, and social capacities. Beyond the transmission of religious knowledge, IRE is expected to guide students in understanding Islamic teachings and applying them in everyday life. In contemporary educational settings, however, the effectiveness of IRE cannot depend solely on conventional teaching methods. The changing characteristics of learners and the development of educational technology require teachers to employ instructional approaches that are more interactive, contextual, and responsive to students' learning needs. In this context, instructional media constitute an important component of the learning process because they can

facilitate the delivery of abstract religious concepts and support students' active engagement in learning (Branch & Dousay, 2015).

Instructional media can be understood as tools, materials, technologies, and resources used to convey learning messages from teachers to students. Their function is not merely to make lessons more attractive but also to facilitate communication, clarify information, stimulate students' attention, and support the achievement of learning objectives. Effective instructional media can provide students with concrete representations of concepts that may otherwise be difficult to understand through verbal explanations alone. Mayer (2021) emphasizes that meaningful learning can occur when verbal and visual representations are appropriately integrated, allowing learners to construct connections between different forms of information.

The development of instructional technology has substantially expanded the range of media available to teachers. Traditional media such as textbooks, pictures, charts, and physical learning materials are increasingly complemented by digital presentations, educational videos, interactive applications, online learning platforms, and multimedia resources. This development provides teachers with greater opportunities to design learning experiences that accommodate different learning needs. According to Bates (2019), technology can enhance teaching and learning when it is integrated based on pedagogical considerations rather than simply adopted because of its technological novelty.

The importance of instructional media has become increasingly evident in the digital transformation of education. Digital technologies have changed the ways in which students access information, communicate, collaborate, and construct knowledge. Students are no longer dependent exclusively on information provided by teachers or printed textbooks because learning resources can be accessed through various digital platforms. UNESCO (2023) notes that technology can contribute to educational quality and accessibility when its implementation is guided by appropriate pedagogical, institutional, and ethical considerations. Consequently, teachers need to develop competencies that enable them to select and use technology meaningfully within the learning process.

The integration of instructional media is particularly relevant to Islamic Religious Education because many religious concepts involve values, practices, historical events, and moral situations that benefit from contextual representation. Topics related to worship practices, Islamic history, Qur'anic teachings, moral behavior, and religious traditions can be presented through images, demonstrations, videos, animations, and other multimedia resources. Such representations may help students connect theoretical knowledge with observable practices and real-life situations. Therefore, instructional media should be positioned not simply as supplementary teaching aids but as pedagogical instruments that can facilitate deeper understanding of Islamic teachings.

Nevertheless, the effectiveness of instructional media depends largely on teachers' ability to select and utilize appropriate resources. The availability of sophisticated technology does not automatically guarantee effective learning outcomes. Teachers must consider learning objectives, subject matter, students' characteristics, classroom conditions, technological infrastructure, and the time available for instruction. Mishra and Koehler (2006) argue through the Technological Pedagogical Content Knowledge (TPACK) framework that effective technology integration requires the interaction of technological knowledge, pedagogical knowledge, and content knowledge. This perspective is highly relevant to IRE because teachers must ensure that technological tools remain aligned with both pedagogical objectives and Islamic educational content.

Teacher competence therefore represents a critical factor in the successful utilization of instructional media. Teachers are expected to function not only as transmitters of knowledge but also as learning designers, facilitators, and mediators of information. In technology-rich educational environments, teachers need to evaluate the relevance and credibility of learning resources and determine how those resources can support meaningful learning experiences. Koehler et al. (2013) explain that technology integration requires teachers to understand the dynamic relationship between content, pedagogy, and technology. Accordingly, the utilization of instructional media requires professional judgment rather than merely technical skills.

In IRE learning, the pedagogical dimension of media utilization is also connected with the transmission of Islamic values. Instructional materials must be carefully

selected because digital environments contain diverse information that may not always correspond with the principles and values of Islamic education. Teachers consequently have an important role in filtering, contextualizing, and interpreting learning resources. This responsibility becomes increasingly important when digital media are used to introduce students to religious concepts, because the credibility, authenticity, and educational relevance of religious information need to be considered carefully.

Another important consideration is students' engagement in the learning process. Conventional teacher-centered instruction may provide students with religious knowledge, but it does not always encourage active participation, discussion, exploration, and reflection. Instructional media can provide opportunities for students to interact with learning content in multiple ways. Multimedia learning, for example, can combine text, images, narration, animation, and video to support learners' cognitive processing when these elements are designed appropriately (Mayer, 2021). Therefore, strategic media utilization may contribute to creating more engaging learning environments.

The use of instructional media can also support differentiated learning. Students possess different levels of prior knowledge, learning experiences, interests, and abilities. A single mode of instruction may not adequately address this diversity. By incorporating various types of media, teachers can provide multiple representations of the same concept and offer students alternative pathways for understanding learning materials. Tomlinson (2014) explains that differentiated instruction involves responding to learners' differences through adjustments in content, process, product, and learning environment. In this regard, instructional media can become one of the resources through which teachers accommodate learner diversity.

The need for innovative instructional media is particularly relevant in Islamic educational institutions operating outside Indonesia. Islamic education in different countries develops within distinctive social, cultural, linguistic, and institutional contexts. Cambodia, for example, has its own educational environment, cultural characteristics, and Muslim community dynamics. Consequently, Islamic Religious Education delivered in Cambodian institutions may encounter contextual challenges that

differ from those experienced in predominantly Muslim countries. The use of instructional media must therefore be adapted to local circumstances while maintaining the substance and values of Islamic education.

Cambodia provides an interesting context for examining the utilization of instructional media in Islamic education. Although Muslims constitute a minority population in Cambodia, Islamic educational institutions contribute to maintaining religious knowledge, identity, and values within Muslim communities. Education in such contexts requires pedagogical strategies that are capable of communicating Islamic teachings effectively to students with diverse educational and social backgrounds. Instructional media may provide opportunities to bridge religious knowledge with students' everyday experiences and broader contemporary educational developments.

Within this context, An-Nikmah Al-Islamiyah Phnom Penh Institute represents an important setting for examining how instructional media are utilized in Islamic Religious Education. The institution operates within the educational and cultural environment of Phnom Penh, where teachers and students encounter the dynamics of contemporary education while maintaining an Islamic educational orientation. Understanding the ways in which instructional media are selected, implemented, and evaluated at the institution can provide valuable insights into the practice of Islamic education in a minority Muslim context.

The utilization of instructional media at An-Nikmah Al-Islamiyah Phnom Penh Institute is also important from the perspective of educational adaptation. Teachers cannot simply transfer instructional practices developed in other educational contexts without considering local conditions. Media selection needs to account for technological availability, teacher competence, students' characteristics, language considerations, cultural context, and institutional objectives. Fullan (2013) argues that meaningful educational change involves more than the adoption of new tools; it requires changes in practices, professional capacity, and organizational conditions. This suggests that the strategic utilization of instructional media should be examined as part of a broader pedagogical process.

Furthermore, digital instructional media create both opportunities and challenges for Islamic Religious Education. On the one hand, digital resources can broaden access to learning materials, facilitate visual and interactive learning, and enable teachers to present information in innovative ways. On the other hand, digital environments can expose students to information of varying quality and credibility. The teacher's role as a mediator therefore becomes increasingly important. UNESCO (2023) emphasizes that educational technology should be implemented in ways that prioritize educational objectives, inclusion, equity, and responsible use rather than technology itself.

The strategic utilization of media also requires consideration of the relationship between instructional objectives and media characteristics. Different learning objectives may require different forms of media. Visual materials may be appropriate for explaining concepts and processes, videos may be useful for demonstrating religious practices, while interactive digital resources may support discussion, exploration, and assessment. Media should therefore be selected according to their pedagogical affordances rather than their popularity or technological sophistication. Bates (2019) emphasizes that effective educational technology decisions should be based on the learning context, instructional purposes, and characteristics of learners.

Previous studies on instructional media generally demonstrate its potential to improve students' engagement, motivation, understanding, and learning experiences. However, much of the literature on digital learning and instructional technology has focused on general education or educational institutions in technologically developed contexts. Studies specifically examining instructional media in Islamic Religious Education, particularly within Islamic educational institutions in Southeast Asian minority-Muslim contexts, remain comparatively limited. This creates an opportunity to investigate how teachers negotiate the relationship between instructional media, Islamic educational content, and local educational conditions.

The research gap is therefore not limited to whether instructional media are used, but concerns how and why teachers utilize particular media within specific educational circumstances. A contextual examination is needed to understand the strategies employed by teachers, the types of media selected, the factors influencing their

selection, the ways media are integrated into classroom activities, and the challenges encountered during implementation. Such an investigation can move beyond a technology-centered perspective and highlight the pedagogical decision-making underlying instructional media utilization.

From a theoretical perspective, this study contributes to discussions concerning technology integration, instructional design, and Islamic Religious Education by examining the strategic use of media within a specific cultural and institutional setting. The study adopts the view that effective instructional media utilization involves an interaction among content, pedagogy, technology, teachers, students, and educational context. This perspective is consistent with the TPACK framework, which emphasizes the importance of integrating technological, pedagogical, and content knowledge in teaching practice (Mishra & Koehler, 2006). In IRE, this integration must additionally remain sensitive to the values, objectives, and characteristics of Islamic education.

Based on the foregoing discussion, this study aims to analyze the strategies for utilizing instructional media in Islamic Religious Education learning at An-Nikmah Al-Islamiyah Phnom Penh Institute, Cambodia. Specifically, the study seeks to identify the types of instructional media utilized by teachers, examine the strategies employed in integrating those media into IRE learning, analyze the factors influencing media selection and utilization, and identify the challenges encountered in their implementation. The findings are expected to contribute to the development of more contextual, interactive, and pedagogically appropriate approaches to Islamic Religious Education, particularly within Islamic educational institutions operating in multicultural and minority-Muslim environments.

B. Research Method

This study employed a qualitative approach with a case study design to examine the strategies for utilizing instructional media in Islamic Religious Education (IRE) learning at An-Nikmah Al-Islamiyah Phnom Penh Institute, Cambodia. A qualitative approach was selected because the study sought to obtain an in-depth understanding of instructional practices, teachers' experiences, decision-making processes, and the

contextual factors influencing the utilization of instructional media. The case study design enabled the researchers to investigate the phenomenon within its natural educational setting and to understand the interaction between instructional media, teachers, students, learning materials, and the institutional environment. This approach is appropriate for educational research that focuses on understanding complex practices within specific contexts (Creswell & Poth, 2018).

The research was conducted at An-Nikmah Al-Islamiyah Phnom Penh Institute, Cambodia, an Islamic educational institution located in Phnom Penh. The research site was purposively selected because it provides Islamic Religious Education within the Cambodian educational context and represents a relevant setting for examining the utilization of instructional media in Islamic learning. The research focused on classroom activities involving Islamic Religious Education, particularly the ways teachers selected, prepared, implemented, and evaluated instructional media. The research was conducted during the designated fieldwork period, allowing researchers to observe instructional activities directly and collect information concerning the actual implementation of instructional media in the classroom.

The research participants were selected using purposive sampling, based on their relevance to the research objectives. The primary participants consisted of Islamic Religious Education teachers who were directly involved in planning and implementing IRE learning at the institution. Students who participated in the observed learning activities were also considered important sources of information, particularly regarding their experiences, responses, participation, and perceptions of the instructional media used by teachers. In addition, institutional representatives were involved as supporting informants to provide information concerning educational policies, facilities, and the institutional context related to instructional media utilization. The number of participants was determined based on the adequacy and saturation of information rather than statistical representation.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to examine the actual use of instructional media during IRE learning, including the types of media employed, teachers'

instructional strategies, students' responses, classroom interaction, and the relationship between media and learning objectives. Semi-structured interviews were conducted with teachers and relevant participants to explore their experiences, considerations in selecting media, perceived benefits, limitations, and challenges encountered during implementation. Documentation was used to complement the observation and interview data and included lesson plans, instructional materials, photographs of learning activities, media products, and other relevant institutional documents. The use of multiple data collection techniques enabled the researchers to obtain a comprehensive understanding of the phenomenon.

Data analysis followed an interactive qualitative analysis process consisting of data condensation, data display, and conclusion drawing and verification, as proposed by Miles et al. (2014). During data condensation, information obtained from observations, interviews, and documents was selected, organized, coded, and categorized according to the research focus. The data were then displayed in narrative descriptions and thematic categories to identify patterns concerning media selection, implementation strategies, benefits, and challenges. The final stage involved interpreting the emerging patterns and drawing conclusions while continuously verifying the findings against the collected evidence. The analysis was conducted iteratively throughout the research process so that emerging findings could be compared and refined as additional data were obtained.

To ensure the trustworthiness of the research findings, the study applied triangulation of sources and data collection techniques. Information obtained from teachers was compared with students' perspectives, institutional information, classroom observations, and relevant documentation. Methodological triangulation was also conducted by comparing findings obtained through interviews, observations, and document analysis. The researchers additionally conducted member checking by confirming selected interpretations with relevant participants to minimize misunderstanding and ensure that the findings accurately represented their experiences. Through these procedures, the study sought to establish credibility, dependability, confirmability, and transferability of the research findings (Lincoln & Guba, 1985).

Ethical principles were maintained throughout the research by obtaining participants' consent, protecting their identities, and using the collected information solely for academic and research purposes.

C. Results and Discussion

The findings of this study indicate that instructional media occupy an important position in the implementation of Islamic Religious Education (IRE) at An-Nikmah Al-Islamiyah Phnom Penh Institute, Cambodia. Based on classroom observations, interviews with teachers and students, and documentation, instructional media were utilized to facilitate the delivery of religious knowledge and to create more engaging learning experiences. The use of media was not limited to technological devices but included a combination of conventional and digital resources. Teachers selected media according to learning objectives, subject characteristics, student conditions, and the availability of facilities. This finding indicates that instructional media were considered part of the instructional strategy rather than merely complementary classroom equipment.

The first finding concerns the diversity of instructional media used in IRE learning. Teachers utilized textbooks, printed worksheets, pictures, whiteboards, presentations, videos, and digital learning resources. The selection of these media varied according to the topic being taught. For example, visual materials were considered useful when explaining concepts that required concrete representations, while videos were used to demonstrate religious practices or provide illustrations of events in Islamic history. This finding is consistent with Mayer's (2021) argument that appropriately designed combinations of verbal and visual information can support meaningful learning by helping students establish connections between different forms of representation.

The utilization of printed materials remained relevant despite the increasing availability of digital technologies. Textbooks and worksheets provided structured information that students could read, annotate, and review independently. Teachers also used printed materials to reinforce key concepts after classroom explanations. The continued use of conventional media demonstrates that technological innovation does

not necessarily require the complete replacement of traditional instructional resources. Bates (2019) emphasizes that technology should be selected based on its contribution to teaching and learning rather than on the assumption that newer technology is inherently more effective.

Visual media represented another important component of IRE learning at the research site. Teachers used pictures, diagrams, illustrations, and presentation slides to clarify concepts that were difficult to explain through verbal communication alone. Visual representations were particularly useful when discussing Islamic history, moral behavior, religious symbols, and sequences of religious practices. The use of visual media helped reduce the abstractness of some learning materials and provided students with concrete references. Mayer (2021) explains that multimedia learning can facilitate cognitive processing when visual and verbal information are organized in ways that do not unnecessarily overload learners.

Audio-visual media, particularly educational videos, were also utilized to strengthen students' understanding. Teachers selected videos related to religious practices, Islamic history, and moral education and incorporated them into classroom explanations and discussions. The videos were generally used as introductory materials, demonstrations, or reinforcement after the teacher's explanation. This finding suggests that teachers viewed audio-visual media as a means of providing experiences that could not easily be reproduced through conventional verbal instruction. According to Clark and Mayer (2016), instructional multimedia can be effective when it is directly connected to instructional objectives and designed to guide learners toward relevant information.

Another significant finding concerns the use of digital presentation media. Teachers employed presentation materials to organize concepts systematically and display important points during classroom instruction. Digital presentations enabled teachers to combine text, images, and other visual elements within a single learning resource. This approach helped teachers manage the sequence of explanations and allowed students to follow the lesson more easily. However, the findings also demonstrate that the effectiveness of presentations depended on their pedagogical

design. Excessive text or poorly organized visual information could reduce rather than increase students' understanding, supporting Mayer's (2021) view that multimedia materials should be designed according to principles of human cognitive processing.

The study further found that teachers did not rely on a single instructional medium throughout an entire lesson. Instead, they combined several forms of media according to the stages of learning. Printed materials could be used during preparation, presentations during explanation, videos during demonstration, and discussion activities following media exposure. This combination created a more varied learning environment and prevented students from experiencing repetitive instructional patterns. The finding reflects the principle that instructional media should function as components of an integrated learning design rather than as isolated technological additions (Bates, 2019).

Media selection was strongly influenced by learning objectives. Teachers first considered what students were expected to understand or demonstrate and then selected media that could facilitate the intended learning outcomes. When the objective involved conceptual understanding, teachers tended to use text, diagrams, and presentations. When the objective involved understanding religious procedures, demonstrations and videos were considered more appropriate. This finding is consistent with the TPACK perspective, which emphasizes that technology integration should emerge from the relationship among content, pedagogy, and technology rather than from technology alone (Mishra & Koehler, 2006).

The characteristics of students also influenced teachers' decisions regarding media utilization. Teachers considered students' levels of understanding, attention spans, learning habits, and familiarity with digital technology. Media that were perceived as visually attractive and easy to understand were more likely to be used when teachers sought to increase student attention. This indicates that teachers were attempting to adapt instructional strategies to learner characteristics. Tomlinson (2014) emphasizes that effective teaching requires educators to respond to differences among learners and provide appropriate pathways for accessing and processing learning content.

The findings also show that instructional media contributed to increased student attention and participation. During lessons involving visual and audio-visual materials,

students appeared more attentive and responsive to the learning content. Students were also more willing to ask questions and participate in discussions following the presentation of media. This finding supports broader research indicating that well-designed multimedia environments can improve learners' engagement by providing multiple forms of interaction with instructional content (Mayer, 2021). Nevertheless, increased attention should not automatically be interpreted as improved learning; meaningful engagement still depends on the quality of subsequent instructional activities.

The use of instructional media also supported students' understanding of Islamic Religious Education materials. Students reported that certain concepts became easier to understand when explanations were accompanied by pictures, demonstrations, or videos. This was particularly apparent when learning materials involved sequences, procedures, historical events, or situations requiring contextual interpretation. Media enabled students to connect abstract explanations with more concrete representations. This finding is consistent with multimedia learning theory, which proposes that learners can construct more meaningful mental models when appropriately coordinated verbal and visual information is provided (Mayer, 2021).

Another finding concerns the role of media in increasing students' motivation to participate in learning activities. Lessons that incorporated varied media were perceived as less monotonous than lessons relying exclusively on verbal explanation. Students appeared more interested when teachers introduced relevant videos, images, or digital presentations. This suggests that media variety can contribute to creating a positive classroom atmosphere. However, motivation should be understood as an outcome of meaningful pedagogical design rather than simply the presence of technology. Bates (2019) argues that educational technology becomes valuable when it supports purposeful learning experiences.

The utilization of media also contributed to more contextual IRE learning. Teachers could connect Islamic teachings with situations, images, and examples familiar to students. This was important because Islamic Religious Education involves not only knowledge acquisition but also the development of attitudes and behaviors.

Contextual examples allowed students to relate religious principles to their everyday lives. From this perspective, instructional media can serve as a bridge between religious concepts and students' lived experiences, strengthening the practical dimension of Islamic education.

The findings further indicate that teachers used instructional media to support classroom interaction. Rather than using media solely for one-way transmission of information, teachers occasionally paused videos, asked questions, requested students to interpret images, or encouraged discussion following presentations. Such practices transformed media from passive information sources into stimuli for interaction. This finding is important because the pedagogical value of media depends considerably on what teachers and students do with the media. Mishra and Koehler's (2006) framework supports this interpretation by emphasizing the interaction between technology, pedagogy, and content.

The role of teachers remained central despite the increasing use of digital media. Teachers were responsible for determining which materials were appropriate, preparing media before instruction, guiding students during media use, and clarifying information afterward. Digital media did not replace teachers but changed some dimensions of their instructional role. Teachers increasingly functioned as facilitators and curators of learning resources. Koehler et al. (2013) argue that effective technology integration requires teachers to develop an understanding of how technological tools interact with pedagogical approaches and subject matter.

An important finding relates to the alignment between media utilization and Islamic values. Teachers did not simply select media because they were attractive or technologically advanced. They also considered whether the content was appropriate for Islamic educational objectives. This was particularly important when using digital resources obtained from external platforms. Teachers needed to examine the accuracy, relevance, language, and moral implications of the materials before incorporating them into classroom instruction. This finding highlights the distinctive responsibility of IRE teachers as both educators and mediators of religious knowledge.

The study also identified challenges related to technological infrastructure. The availability and quality of devices, internet connectivity, electricity, and other supporting facilities influenced the extent to which teachers could use digital media. When technological resources were limited or technical problems occurred, teachers had to modify their instructional plans and return to conventional media. This finding demonstrates that successful technology integration requires institutional support in addition to individual teacher competence. UNESCO (2023) similarly emphasizes that educational technology can only contribute effectively when supported by appropriate infrastructure, teacher capacity, and institutional conditions.

Another challenge involved teachers' technological competencies. Although teachers demonstrated the ability to use several instructional media, differences existed in their familiarity with digital tools. Some teachers were more confident in preparing presentations and using online resources, whereas others preferred simpler media. This variation suggests the importance of continuous professional development. Koehler et al. (2013) explain that teacher development in technology integration involves more than learning how to operate technological tools; teachers must also understand how technology can be pedagogically integrated with specific content.

Time constraints also influenced media utilization. Preparing effective instructional media required teachers to identify relevant resources, adapt content, organize visual materials, and ensure that the media corresponded with lesson objectives. These activities could require considerable preparation time, especially when teachers developed their own materials. Consequently, teachers sometimes relied on existing resources rather than producing media from scratch. This finding demonstrates that institutional support, resource-sharing systems, and collaborative development can help reduce the preparation burden associated with instructional media.

The research further reveals that the cultural and linguistic context of Cambodia must be considered in the use of instructional media for Islamic Religious Education. Learning materials developed in other countries may not always correspond directly to the experiences, language abilities, or cultural environment of Cambodian students. Teachers therefore need to adapt instructional resources so that religious concepts

remain understandable and relevant to learners. This contextual adaptation is particularly important in Islamic education because the objective is not merely to transfer information but to develop religious understanding that can be meaningfully practiced within students' social environment.

The findings suggest that the most effective strategy was not the exclusive use of digital media but the integration of conventional and digital resources. Conventional media remained useful when technological infrastructure was unavailable or when teachers needed structured reference materials. Digital media, meanwhile, provided flexibility, visual richness, and opportunities for greater interaction. This combination demonstrates the importance of pedagogical flexibility. Bates (2019) emphasizes that no single technology is universally appropriate; instructional decisions should be based on the interaction between educational objectives, learners, teachers, and context.

From the perspective of learning theory, these findings support the argument that media are most effective when integrated into carefully designed instructional processes. Simply showing a video or presentation does not guarantee learning. Students need opportunities to observe, interpret, discuss, question, practice, and reflect on the information presented through media. Mayer (2021) emphasizes that multimedia learning is most effective when instructional materials help learners select relevant information, organize it into coherent structures, and integrate it with prior knowledge. Therefore, teachers' pedagogical intervention remains essential.

The findings also have implications for teacher professional development at An-Nikmah Al-Islamiyah Phnom Penh Institute. Training should not focus exclusively on technical skills such as operating presentation software or finding online videos. More importantly, professional development should address instructional design, media evaluation, digital literacy, content adaptation, and the integration of Islamic values. The TPACK framework provides a useful conceptual foundation for such development because it encourages teachers to integrate technological knowledge with pedagogical and content knowledge (Mishra & Koehler, 2006). This approach can help ensure that technology serves educational purposes rather than becoming an end in itself.

Overall, the results demonstrate that the utilization of instructional media at An-Nikmah Al-Islamiyah Phnom Penh Institute represents a flexible pedagogical strategy shaped by learning objectives, student characteristics, teacher competence, available resources, and the Islamic educational context. The combination of printed, visual, audio-visual, and digital media helped create learning experiences that were more varied, engaging, and contextual. At the same time, infrastructure limitations, differences in teacher competence, preparation time, and the need to adapt materials to the Cambodian context remained important challenges. These findings reinforce the argument that successful instructional media utilization depends not on technological sophistication alone but on the capacity of teachers and institutions to integrate media with sound pedagogy and relevant Islamic educational objectives (UNESCO, 2023).

The study therefore confirms that instructional media can make a meaningful contribution to the implementation of Islamic Religious Education when strategically selected and pedagogically integrated. The experience of An-Nikmah Al-Islamiyah Phnom Penh Institute illustrates how an Islamic educational institution in a minority-Muslim and multicultural context can utilize a combination of conventional and digital media while maintaining the centrality of Islamic values. The key contribution of the study lies in demonstrating that media utilization should be understood as a contextual pedagogical practice involving adaptation, teacher judgment, student engagement, and institutional support. Future development should consequently emphasize sustainable teacher training, improvement of technological infrastructure, collaborative development of contextual learning materials, and systematic evaluation of the impact of instructional media on students' religious knowledge, attitudes, and learning outcomes.

D. Conclusion

The study concludes that the utilization of instructional media plays an important role in supporting Islamic Religious Education (IRE) learning at An-Nikmah Al-Islamiyah Phnom Penh Institute, Cambodia. Teachers utilize a combination of conventional and digital media, including textbooks, worksheets, visual materials, presentations, educational videos, and digital learning resources. The selection and

utilization of these media are adapted to learning objectives, the characteristics of instructional materials, students' needs, teacher competencies, and the availability of facilities and infrastructure. The findings demonstrate that instructional media are not merely supplementary tools but constitute an integral component of teachers' pedagogical strategies for facilitating students' understanding of Islamic concepts and practices.

The strategic use of instructional media contributes to creating IRE learning that is more engaging, interactive, contextual, and responsive to students' learning needs. Visual and audio-visual media help students understand abstract concepts, religious practices, historical events, and moral values, while digital resources provide opportunities for greater interaction and access to diverse learning materials. Nevertheless, several challenges remain, including limitations in technological infrastructure, differences in teachers' digital competencies, preparation time, and the need to adapt learning materials to the cultural and linguistic context of Cambodia. These challenges indicate that effective media utilization requires not only technological availability but also pedagogical competence, continuous professional development, and institutional support.

Ultimately, the experience of An-Nikmah Al-Islamiyah Phnom Penh Institute demonstrates that effective instructional media utilization depends on the integration of technology, pedagogy, Islamic educational content, and local context. Teachers need to maintain their role as facilitators and curators of learning resources while ensuring that the media used are relevant, accurate, culturally appropriate, and consistent with Islamic values. Therefore, future efforts should focus on strengthening teachers' competencies in instructional design and digital literacy, improving technological infrastructure, developing contextualized Islamic learning materials, and establishing collaborative practices for media development. Such efforts can contribute to the sustainable improvement of Islamic Religious Education in Cambodia and other multicultural and minority-Muslim educational contexts.

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