

# USE OF MULTIMEDIA RESOURCES IN TEACHING ISLAMIC RELIGION IN PRIMARY SCHOOLS OF SARAJEVO CANTON

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## **Abstract**

Scientific and technological development, the information society and a lot of new knowledge, have imposed some new requirements and caused changes in the society in general, and within the school system, which are reflected in the abandonment of traditional and turning a new, different approach to the needs of the time we live in, and to our future needs. In recent years, there is a tendency of growth in the use of ICT in teaching; a key figure for this way of students' communication is a teacher. The implementation of ICT in the educational process is the necessary for an improvement of the educational process and teaching.

This study was conducted to test how often do teachers of Islamic religious studies (N = 30), in elementary schools use multimedia resources in teaching, whether there are differences in the possession and use of the multimedia resources in relation to urban, suburban and rural branch schools, which multimedia resources respondents most frequently use and whether the use of multimedia resources is more represented in lower or higher grades. This survey was conducted by interviewing teachers in thirty primary schools in Sarajevo in June, 2015, and it is found that there is no obvious difference in multimedia equipment in schools in relation to the area where the school is located. Most schools and teachers have computers, laptops, video projectors and use them in teaching. TV and DVD are less used, while cell phones and tablets are never used.

E-material to the case can be made in the form of Web pages, created with HTML technology so that its viewing is not necessary Web server. Therefore, the students can view on your PC from removable memory (USB flash drive, CD, etc.), And over the Internet as a web site.

Teachers with more years of service use traditional methods more often, and consider them irreplaceable, so we can say that the use of multimedia resources depends on the will and desire of teachers to improve the teaching process and express their creativity. Multimedia resources are more present during the teaching process in higher grades, and a little less in the lower grades. This research created an insight into the presence of multimedia resources in the classroom today.

**Key words:** ICT, multimedia, modern teaching, didactics, teacher, urban area, suburban areas, local school

## **Introduction**

Information and communication technology has become an integral part of everyday life and activities. Information has become a key resource of today, and the possession of knowledge makes us competitive in the market and allows us to find our place in society. The contribution of information technology is reflected in all forms of human activity. In addition to its availability, an important fact is whether we can handle it and are we sufficiently familiar with the opportunities that ICT offers. The term "Information technology (IT)" often includes a much broader field of technology, from installation of application programs to designing complex computer networks and information systems that allow downloading, accessing and presenting information electronically, while the term "Communication technology (CT)" is more related to the equipment that serves to send, receive, search for information. With digital media, television, software supports and services, mobile telephony, educational portals, we can say that life without ICT is unimaginable.

In view of the changes which we are conditioned by, multimedia is increasingly used in education. Its most important feature is the possibility of unification of several components (the five pillars of multimedia - audio and video record, text, graphics and animation), thus stimulating the interest of students. It helps educators to transfer knowledge to students through a unique way. Students learn better and faster using this method, and teaching material is more interesting and can be fun.

In other words, teachers improve themselves, make certain multimedia contents, as allowed by circumstances. Students show interest in this kind of work, and show better results. (Aleksic, 2016: 87)

When we talk about the educational process, ICT primarily should be seen as a way of change of traditional approach, but also the education system in general, and computer literacy should be seen as part of the school curriculum. Although it cannot be a substitute to vibrant words, ICT technology can be effective didactic tool that helps in the adaptation of students in the education system, to achieve better and quality results, with a marked trait of creativity in the use of ICT. One of the primary roles of the educational process of course is to contribute to the overall development of the individual, in accordance with ones needs, abilities and skills, to develop ones competence in order to become a useful member of the community and to found its place in modern society, and ICT technology is an option and a good way to acquire just that. By installing the ICT in the teaching process, the teacher is advancing information, acting in accordance with scientific findings, but also encourages students to independent research, study, discussion, interpretation of gathered information and their use in specific working conditions, and also receives feedback on the adopted knowledge. Therefore, Information Technology and the Internet radically change and transform schools. (Kudumovic, 2006: 6)

The Internet itself represents a virtual multimedia space in which there are millions of users, motivated to make contact with other people, to establish business relationships, and many other forms and types of communication. Internet has a unique feature compared to other media, that were established earlier, and that is interactivity. This circumstance, combined with other characteristics

provides huge opportunities in different parts of the human activity and education. (Egic, 2010: 38)

Adapt traditional learning within traditional setting, with the help of the Internet and creative methods of online learning, means to achieve active learning, better results in more relaxed atmosphere, more interest, better motivation and satisfaction of natural curiosity and desire for knowledge.

Because of the unlimited potential that it possesses, the Internet is already proven to be a very important tool in education and science, which helps an individual regardless of ones age, in the research and experiential learning and lifelong education, both at work and at home, in our everyday communication. The biggest drawback of our traditional education system is constantly trying to “motivate” students to do useless work. The bosses– executives, likely do not understand that people cannot be motivated to do something that does not meet their needs (Glasser, 1999: 56). The traditional role of the teacher is preferred even today, with some, shall we say, substantial changes. In addition to the necessary competencies for teaching, the teacher should know information technology to apply it in direct work with students and thus enable the creation of classes in a completely different way, more flexible and more effective learning process that opens the path for new ways of learning and enables faster progress of students, increased motivation, longer knowledge, developing self-reliance and the abilities that will be applied in practice. Teacher training for this type of teaching is certainly a condition for effective teaching process and lifelong learning on which much has been said in recent years, which at the same time enables continuous improvement and advancement.

Lifelong learning means learning from birth to end of life. During ones lifetime an individual learns in different institutions, through various ways and forms of informal studying. In addition, an important role in an individual’s life makes natural learning which, although not institutionalized, enriches the experience and knowledge of each individual. Modern media have the most important place in this regard (internet, computer, TV ...) and form an integral part of life of every individual, each student and teacher, and the time spent in this way should not be ignored. The combination of the aforementioned media makes teaching more

interesting, because each text record with a photograph leads to efficiency, clearer understanding and receiving of the message. The media environment in which we live has changed significantly in recent years and is still experiencing and will experience changes. The educational background of each house or apartment is considerably enriched so we can talk about life-long learning through new multimedia with education in schools, as well as their interrelations. Multimedia resources provide different features compared to the previous period when the only means of learning were textbook, book or text.

Educational presentations, online learning, e-learning, represent just some of the forms of ITC technologies in education. Distance learning that (itself) allows us to choose the place, time and pace of learning, practical work and the search for new information by the individual, which is one of the ways of learning. Nowadays bear the potential of using ICT in teaching most of subjects in schools. Especially because their use is close to every student and almost all teachers. They spend more time on the computer and on the Internet. By using e-learning in teaching students get more freedom in the choice of time in which they will prepare the material. An important feature of e-learning materials is its interactivity and presence of multimedia contents. This gives students the ability to effectively understand the material by observing the images and videos and listening to the audio files and independent testing of the acquired knowledge. (Novalic, 2014)

E-learning therefore means any form of learning, teaching or education with the use of technology, with special emphasis on Internet technology. The advantages of this kind of learning are reflected through more intensive and more direct communication between students and teachers, temporal and spatial flexibility, 24/7 accessibility of online content and also the development of social and communication skills through a variety of projects based on the above-mentioned study. By integrating computer in teaching process to acquire new knowledge and contents we make classes more interesting, motivational and above all more modern and more appropriate for a society in which we live. Computer teaching and learning conducive to the development of abstract thinking, enabling

the planning guidance and individual progression in learning. By using computers in teaching and learning, we encourage individuality of students, different way of thinking through a simple and direct communication. The problems that can occur when using the materials, are a result of the lack of software tools on the computer. It may occur that students use computers that are not connected to the Internet and do not have installed Web browser plug-ins that allow viewing of video and audio recordings on the page.

The problem may also be that some students will not be able to view the e-materials due to insufficient IT knowledge. (Novalic, 2014)

Multimedia (Latin word *multus* / many and *medium* / medium or agent) as a combination of text, sound, animation, images that can be movable and immovable, video, represents a combination of techniques and software, apropos hardware capabilities and software as a multimedia program. Equipping schools with modern teaching means, tends to the adequate application, but getting the feedback on the outcomes of the application is still not at the desired level.

Classes in which the student will acquire relevant knowledge, develop his/hers individual skills, improve socialization, develop his/hers independence, resourcefulness and many other useful skills, be motivated and creative and apply the acquired knowledge in everyday life, have become a necessity of modern school and a request of modern time. Students achievements, which are formed through a process of teaching and learning, as well as the final outcome of the teachings tell us a lot about the quality of education and indicate the different factors that make this process successful. One of the determining factors of the quality of the teaching process certainly is a teacher. Managing the class and educational process and be effective in their work, meaning, creating an atmosphere in which we meet the students but also our expectations, encourage them to learn, to awaken the desire to learn, and allow each individual to make a contribution and work with full capacity to reach high-quality work, apropos, to create a positive and efficient working atmosphere in general.

The subject of this research is therefore a teacher in a more comprehensive sense, his/hers competence, role in the formation of classroom

climate, organization and management of the educational process, and the problem of research, the use of multimedia resources in teaching, by which we contribute to the quality and effectiveness of the educational process, and make classes more interesting for students and meet the demands of modern school. The study contains a number of questions. On the basis of answers, the facts relating to the application of multimedia resources in teaching Islamic religion will be determined.

### **Aims and objectives of the research**

The aim of the research was to examine the use of multimedia resources in teaching Islamic religion by teachers at elementary schools in Sarajevo Canton area. To determine if there are differences in the use of multimedia resources in relation to urban, suburban and rural branch schools, and whether there is a difference in the possession of multimedia in relation to the aforementioned areas?

By this survey it has also been found how often do teachers use multimedia, which multimedia resources in teaching they use more, depending on factors, dependent and independent variables and whether they use it more in lower or higher grades.

The use of multimedia resources in teaching puts the student in the center of attention, encourages him/her to self and constructive learning, enhances the activity and motivation and changes the role of the teacher who becomes the organizer of self-study activities, someone who directs, not someone who has the main word. In addition to the aforementioned, multimedia resources facilitate communication, simplify and facilitate the learning process.

In order to acquire new skills is very important to develop the ability to find information and choose information throughout the schooling. Today, with the help of the media is means to seek, to find information, to select them, to use and convert them into knowledge. Basic human values are taught in school and out of school. What has more influence on the development of those values? Is it family, school or various forms of natural non-formal learning it is hard to say? Communication through multimedia is often more attractive than the school and the teaching process. For adults, we can say that they acquire more competencies through informal learning. Lifestyle

greatly contribute to that. Each life situation involves learning and acquiring of certain behaviors, gaining experience, which is why education and learning are always in connection and in communication.

According to the defined subject and the research problem and already set goal, the research is based on a few set tasks aimed to examine statistically significant association between the factors listed below:

- Explore, identify and analyze the reasons for the application / non-application of multimedia resources in teaching
- Explore, identify and analyze the education of teachers on the use of multimedia resources
- Explore, identify and analyze the views and opinions of teachers of Islamic religion on the use of multimedia resources in teaching
- Explore, identify and analyze the application of multimedia resources in teaching Islamic religion in relation to age and length of service in the teaching

### **Hypotheses**

The main hypothesis

In relation to the intended goal, hypothesis is: It is assumed that teachers of Islamic religion implement multimedia resources in the process of teaching.

### **The specific hypotheses**

- Teachers of Islamic religion in Sarajevo Canton apply and include multimedia resources in teaching and have a positive opinion and experience on its use
- Teachers are not educated enough on the use of multimedia resources in teaching
- The schools are not adequately equipped by multimedia resources
- It is supposed that teachers with long-term working experience are less likely to apply multimedia resources in teaching

### **Research Methods**

In this study, following was used:

Content analysis of documents of literature involves the processing of data collected by earlier research on the given problem, methodology,

research results, apropos it involves synthesizing of all the information about the problem that is the subject of research in a systematic way. This method allows the enrichment of the fund of scientific knowledge based on the study of all the available literature on the desired topic.

In this study participated subject teachers of primary schools of Sarajevo Canton, from different municipalities, urban, suburban and regional schools, all of different age, sex and length of service in education, and survey and questionnaire were used as a research technique and a data carrier.

The survey, as a way of gathering information from respondents, in this case the teachers and students, allowed respondents to answer the same questions, and on the basis of given attitudes, opinions, or answers, but also the fact after the completion of the survey, collected data, the data and information needed to study the set of problems is provided, to establish connections between certain phenomena and based on that offer an adequate solution to resolve the above set problem or guidance in resolving it. For the purposes of this study a questionnaire consisting of several types of questions was created, with dependent and independent variables. Teachers were asked questions by giving answer offered in the form of:

- a) excellent b) very good c) good d) poor
- a) often b) sometimes c) rarely d) never
- a) yes b) no or a) many b) few

Research and theoretical analysis of the content of literature that involves the processing of the collected data.

After the collection of data, after the survey was carried out, the classification and statistical analysis of data obtained by the survey was conducted, in order to implement the information, identify their interdependence and conditionality of research subjects on the basis of the hypotheses. The results of this study are presented in the appropriate number of tables and charts, for better transparency and comparison of data.

Subject content studies participants are teachers of Islamic religion. Research sample:  $N = 30$

The sample represent teachers from 30 primary schools in the Sarajevo Canton ( $N = 30$ ), from urban and suburban areas, different gender and years of service. The survey was conducted in June of

2015. Teachers were informed about the survey, got familiar with the form and purpose of the research, and the fact that the research is completely voluntary and anonymous. After the survey, a statistical processing was performed, the analysis and interpretation of the results.

### Research results

The sample is consisted of 18 (60%) of women respondents and 12 male respondents (40%) which does not mean a special surprise because it is common knowledge that the educational process is dominated by females.

More than two-thirds of the respondents belong to the group of those whose work in service is between 11 and 20 years. In 5 teachers, work in service does not exceed 10 years and the rest are those whose length of service exceeds 21-year.

All of them were permanently employed. Since the survey was conducted for primary schools of Sarajevo Canton, different answers and the percentage could not have been expected. For employees in secondary schools the situation is reverse and the percentage of employees on full time is much smaller.

Of all respondents, 22 teachers work in urban schools, 7 in suburban and only 1 teacher in the local/rural branch school. Respondents teach Islamic religion with the help of multimedia resources (19 teachers). The rest of respondents chose teaching process that contains elements of traditional. The survey, below, will show that certain number of teachers does not exclude multimedia resources fully, but rather resort to the application of the older forms of work: frontal, individual and group work with the use of textbooks.

To the question "What multimedia tool do you use the most during the realisation of the class? a) PC / Laptop / Video Projector b) smartphone c) iPod / tablet d) TV / DVD", the vast majority of respondents opted for the answer "a," and less to answer "d" So, it turned out that the teachers who work in schools in urban and suburban areas most commonly used computer, laptop and video projector, a little less TV and DVD. They never use mobile phones and tablets.

Teachers from Sarajevo Canton use multimedia resources more often in higher grades or subject

teaching. The survey results showed that teachers use multimedia in higher grades about twice as more than in lower grades or class teaching ( till fifth grade). The reason for this percentage could be found in the fact that teachers in the lower grades use different adjuvants like coloring books, work-sheets where young students show their creativity, practice motor skills and actively participate in the learning process by investing maximum effort into their work.

Teachers of Islamic religion from Sarajevo Canton within conducted survey pointed to the presence of training on the topic “The use of multimedia resources in teaching of the Islamic religion,” the vast majority of them, 23 respondents. The opinions are however divided when it comes to the efficiency of multimedia, and the possibility of its use in everyday teaching. 7 teachers said that they had no training with regard to this issue.

In the last question of the survey teachers, the respondents, had the opportunity to express their personal opinion on the use, the place and the role of multimedia resources in teaching, in this case Islamic religion classes. From given percentages, we can conclude that their opinions are divided but certainly positive in terms of multimedia resources and its use. 11 of respondents believe that multimedia resources make teaching more interesting and appealing to students. The same number of teachers think that multimedia resources facilitate the learning process. 6 respondents believe that multimedia resources help teachers to express their creativity and only 2 respondents believe that multimedia cannot replace the vibrant word of teachers and therefore are not necessary or even needed in the teaching process.

**Hi-square test of independence**

Table 1. Cabinet multimedia equipment features:

Classroom / school where you teach is equipped with teaching tools and equipment:							
Excellent		Very good		Good		Bad	
F	%	F	%	F	%	F	%
10	33,3	8	26,7	7	23,3	5	16,7

More than two-thirds of teachers responded that their school multimedia equipment is “excellent, very good or good “ Based on the survey on

this issue, we can conclude that school equipment of multimedia resources in Sarajevo Canton is satisfactory and that teachers have at their disposal certain forms of multimedia. Only five teachers responded to the equipment of school as bad.

Table 2. Values of  $\chi^2$  of the cabinet multimedia equipment features

F0	Ft	F0-Ft	(F0-Ft) <sup>2</sup>	$\frac{\Sigma(F0-Ft)^2}{Ft}$
10	7,5	2,5	6,25	0,83
8	7,5	0,5	0,25	0,03
7	7,5	-0,5	0,25	0,03
5	7,5	-2,5	6,25	0,83
$\Sigma$ 30				$\Sigma$ 1,72

According to the processing of the data obtained on this issue, it can be noted that there is no statistically significant difference in the answers and we can say that the hypothesis or assumption that the classrooms / schools are badly-equipped is not true, or not confirmed.

Table 3. Frequency of use of multimedia in teaching

How often, depending on the course content, do you use multimedia resources in teaching (internet, TV, projector, computer, laptop, smartphone, ...)?							
Often		Sometimes		Rarely		Never	
F	%	F	%	F	%	F	%
17	56,7	9	30,0	4	13,3	0	0

More than half the respondents, 17 of them, said they “often” conduct class with the use of multimedia resources. Certain number of respondents use multimedia resources in teaching “sometimes”, while 4 teachers used it very rarely. In Sarajevo Canton there are no teachers who never use multimedia resources in teaching. Based on the results, we can conclude that the use of multimedia resources in teaching is satisfactory.

Table 4. Value of  $\chi^2$  on the frequency of use of multimedia in teaching

F0	Ft	F0-Ft	(F0-Ft) <sup>2</sup>	$\frac{\Sigma(F0-Ft)^2}{Ft}$
17	7,5	9,5	90,25	12,03
9	7,5	1,5	2,25	0,3
4	7,5	-3,5	12,25	1,63
0	7,5	-7,5	56,25	7,5
$\Sigma$ 30				$\Sigma$ 21,46

The calculated Chi-square indicates that there is a significant statistical difference. The results are not random and hypothesis / assumption related to this issue is confirmed. We can say that teachers from Sarajevo Canton often use multimedia resources in teaching.

## Conclusions

The results of this research show that there is no difference in the use of multimedia resources between teachers working in urban, suburban and regional schools. Certain differences in the possession of multimedia resources in schools in relation to the aforementioned areas, exists.

Furthermore, the results show some differences in relation to the use of certain forms of multimedia resources. Teachers from all three mentioned groups possess and use multimedia resources more than others. Thus, in all three areas there is a prevalent use of computers, laptops and video projector, a little less TV and DVD, while they never used cell phones and tablets. The reason could be in material nature. Tablet and smartphones are still largely unavailable in financial terms, and even handling them require a certain type of training and preparation.

The set hypotheses after the surveys have been largely confirmed. Hypotheses that teachers of Islamic religion from Sarajevo Canton apply and include multimedia resources in teaching and have a positive opinion and experience on using it in the process of teaching, have been confirmed after the survey, which is seen from the percentage of use of multimedia resources.

Education level of teachers on the use of multimedia resources in teaching in Sarajevo Canton area and school equipment features, according to the survey is satisfactory and proves that the hypothesis is not confirmed which is certainly good for the educational process and its participants. However, the use of multimedia resources in teaching, does not necessarily mean more effective learning and better results. Well organized studying and teaching in the didactic sense can bring good results, encourage the will and desire of students.

By encouraging students to independent learning, multimedia resources facilitate the learning process in their independence and make classes more interesting, but it should certainly encourage

the teachers to further training, developing their creativity and abandoning habit of many years standing, reminding them of lifelong learning which is inevitable.

Therefore, we can say that the global information society would not be complete without ICT, since it permeates all aspects of one's business, social and private life and development.

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