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Optimizing Learning: A Deep Dive into Learning Discrepancies in IAIN Palopo's Islamic Education Program

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Abstract

This study aims to identify and measure the gap between learning planning and its implementation in the Islamic Education Study Program IAIN Palopo field. The study employs an evaluation approach with the discrepancy model. The study involved four stages of evaluation: design, installation, process, and product. The Isaac and Michael sampling method obtained data from 948 students and 51 Islamic Education Study Program lecturers. Evaluation instruments, namely Documentation, Questionnaires, and interviews, are validated by expert evaluation validators. The evaluation revealed significant gaps in the availability of learning tools, human resources, facilities, infrastructure, and learning media. As per the Discrepancy criterion, gap categories range from very small to large. These findings provide deep insight into the effectiveness of learning in the Islamic Education Study Program IAIN Palopo. As a recommendation, the study suggests concrete solutions such as regular training for lecturers, the use of technology in learning, and the improvement of physical facilities to improve the quality of the learning process. The evaluation of the learning process also highlights the need to expand training and lecturer support in integrating technology into learning.
Keywords*: Optimizing Learning, Discrepancies, Islamic Education Program*

Introduction

The evaluation of learning programs in improving the quality of education highlights the critical role of assessment in the Education process (Kurniawan & Syahrani, 2021). Evaluation of educational programs offers a comprehensive measure of the degree to which intended learning outcomes are accomplished and facilitates the identification of areas that require enhancement. In higher education, the evaluation of learning programs helps educational institutions measure the effectiveness of curriculum, teaching methods, and assessment of student learning outcomes (Yulianti & Fitri, 2017; Faizin, 2020). By understanding the successes and failures of a program, educational institutions can take the corrective steps needed to improve the quality of education.

Periodic evaluation is also crucial in ensuring that learning programs remain relevant to the latest developments in the field of study (Yulisma et al., 2023). Program evaluation helps educators and staff understand classroom dynamics, improve teaching methods, and design more effective learning strategies (Djuanda, 2020). In addition, program evaluation can also increase student participation and reduce drop-out rates by creating an engaging and supportive learning environment (Ifenthaler & Yau, 2020). Research shows that educational institutions involved in continuous program evaluation tend to have better student learning outcomes and higher graduation rates (Djuanda, 2020; Mizikaci, 2006; Reyes et al., 2019). In other words, the evaluation of learning programs is not only an administrative obligation but also an essential strategy for improving the quality of education.

Islamic Religious Education has a vital role in shaping the character and morals of students (Daheri et al., 2023), especially within IAIN Palopo. However, despite having a noble mission, the Islamic Education Study Program at IAIN Palopo faces challenges in evaluating the effectiveness and quality of their learning. Until now, there has been no concrete effort to assess learning programs using a structured program evaluation model comprehensively.

The absence of systematic program evaluation creates uncertainty in understanding the extent to which the objectives of Islamic education are achieved (A et al., 2023). The existing data are limited to informal observations or insufficient learner feedback to provide a comprehensive picture of program success. Therefore, there is an urgent need to adopt program evaluation models that have proven effective, such as the Discrepancy model, to measure and understand the effectiveness of learning in the IAIN Palopo Islamic Education Study Program.

The discrepancy evaluation model, introduced by (Provus, 1969) and then applied more specifically by (Buttram & Covert, 1978), combines planning analysis with actual execution in learning. This methodology permits a comparison between the anticipated outcomes and the actual ones. According to (Mustafa, 2021), Discrepancy evaluation helps detect gaps between learning objectives and learner achievement, providing important information about the quality of education.

By implementing the Discrepancy evaluation model, IAIN Palopo can amass pertinent and comprehensive data regarding the disparity between the intended learning outcomes and the practical implementation of Islamic Religious Education. This evaluation will better understand the extent to which subjects suit student needs, how teaching methods achieve desired outcomes, and whether the available resources are sufficient to support the learning process.

In addition, the evaluation results using the discrepancy model will also provide a solid basis for implementing the right policies to improve the quality of education (Khairiah & Irsal, 2023). Decisions based on valid and relevant evaluation data will provide clear guidelines for lecturers and the Islamic Religious Education Study Program administration to implement the necessary changes. In this way, IAIN Palopo can ensure that students get quality Islamic religious education and education relevant to the times' demands and society's needs.

Numerous studies have been undertaken at the tertiary education level to stimulate learning programs. The first research, conducted by (Fauzobihi & Supriyati, 2021), aims to impact the distance learning program at the Pertiwi College of Economics. This research uses a qualitative approach with the Discrepancy Model as an evaluation method. Furthermore, (Rini & Pramesti, 2022) evaluated the Algebra course learning process based on the Provus Model. This research provides insight into the effectiveness of mathematics learning at the tertiary level. Finally, (H. Haryati et al., 2023) conducted evaluation research on Statistics Education Learning at STAI Al Khairaat Labuha. This research uses the discrepancy and Kirkpatrick evaluation models to measure the effectiveness and suitability of the statistics learning program at the institution. Thus, it is essential to conduct evaluation research to improve the quality of learning programs in various higher education contexts, with an evaluation approach specifically using the Discrepancy model.

Based on this background, this study aims to 1) identify gaps between learning planning (RPS, SAP, Teaching Materials, UTS, and UAS Questions) and their implementation in the field, 2) evaluate gaps between human resources (lecturers who teach) and devices (students, facilities, infrastructure, and learning media) with expected competency standards, 3) identify gaps between planned learning processes (RPS) and processes that occur in the field, and identify existing constraints, and 4) measure the gap between the achievement of learning

objectives/targets and student learning outcomes, their understanding of the material, and their satisfaction with learning services.

Method

Evaluation research uses the discrepancy model, which consists of four assessment stages: Design, installation, process, and product. The data source involved 948 active students and lecturers who taught in the Islamic Religious Education Study Program, as many as 51 lecturers. Sampling was conducted utilizing Isaac and Michael's method (Ardiyani et al., 2023) with an error rate (S) of 10%. The evaluation covers all courses taught in odd semesters of the 2023-2024 academic year. Documentation, questionnaires, and interviews were utilized as evaluation instruments during the data collection phase. To ensure the dependability and accuracy of the gathered data, the subject expert evaluation validators need to be carefully assessed. Expert evaluation validators conducted a standardization process on the instrument.

Table 1. Odd-Semester Research Scheme for Learning Evaluation 2023-2024

Evaluation Components	Description or subcomponents of discrepancy	Instruments	Data sources
Design: planning (availability of learning tools)	There are RPS, SAP, Teaching Materials, UTS, and UAS Questions (grids, assessment tools, assessment rubrics, and answer keys).	• Documentation	• Document
Installation: Human Resources and devices (facilities and infrastructure, Use of Learning Media)	Human resources: Courses taught according to their competence	• Questionnaire	• Lecturer • Student
	Facilities and infrastructure: Comfortable lecture rooms, internet network availability, projector (LCD) availability, and learning reference affordability	• Questionnaire • Observation Sheet	• Student • Lecturer
	Learning media: the use of media in the learning process	• Questionnaire	• Student • Lecturer
Process	Compatibility of the process with learning planning (RPS) and its implementation in the field, including existing constraints.	• Questionnaire, Interview Guidelines, • Observation Sheet • Documentation	• Student • Lecturer
Product/Results	Achievement of learning goals/targets: Student learning outcomes and student satisfaction with learning services.	• Questionnaire • Interview Guidelines	• Document • Student

The gap measurement refers to the Discrepancy criteria according to (H. Haryati et al., 2023), with the Discrepancy category as in Table 2.

Table 2. Discrepancy Criteria

Standard Reference Difference (%)	Categories Discrepancy
D=0%	No Discrepancy
0% < D < 20%	Very Small
20% < D < 40%	Small
40% < D < 60%	Quite Large
60% < D < 80%	Big
80% < D < 100%	Very Large

With this approach, the study aims to identify and measure the gap between the desired learning plan and its implementation in the field. This evaluation provides an in-depth understanding of the effectiveness of learning in the Islamic Education Study Program IAIN Palopo, guides appropriate policy-making, and provides a solid foundation for continuous improvement in the learning process.

Results

Learning Device Availability

The learning program in the odd semester of the Islamic religious education study program IAIN Palopo has 28 courses taught. To the educational aspect outlined in the guidebook and matrix for evaluating the accreditation of undergraduate study programs (Lembaga Akreditasi Mandiri Kependidikan, 2021, pp. 20–21), Learning activities should conducted using lecture event units (SAP), instructional materials, question grids, midterm exam questions (UTS), final semester exam questions (UAS), assessment rubrics, and question-answer keys. The assessment yielded the following data:

Table 3. Learning Device Availability Evaluation Results

Learning Tools	Sum	Percentage	Discrepancy	Category
RPS	22	78.6	21.4	small
SAP	13	46.4	53.6	quite large
Bahan Ajar	7	25.0	75.0	Big
Question Grids	15	53.6	46.4	quite large
Midterm Exam	15	53.6	46.4	quite large
Final Exam	14	50.0	50.0	quite large
Assessment Rubric	14	50.0	50.0	quite large
Answer Key	2	7.1	92.9	very large

Based on the results of the interviews, there are several causes why lecturers still have not prepared their learning devices, namely: 1) Lecturers have never been emphasized to make learning devices. 2) Lecturers carry out many other activities. 3) Constraints on the use of computers by senior lecturers.

Human Resources (Lecturers who teach) and devices (facilities, infrastructure, and learning media)

Based on questionnaire data distributed to lecturers who teach in the Islamic Religious Education Study Program, 20 lecturers fill out questionnaires from 51 lecturers who teach. The data obtained from the questionnaire is shown in Table 4.

Table 4. The results of the lecturer's evaluation of Human resources and devices (facilities and infrastructure, Use of Learning Media)

Indicator	Percentage	Gap	average	Category
Human Resources				
Compliance with competence	87	13		
Understanding of the material	86	14	14	very small
Relevance of Experience to the Material	86	14		
Using creative methods	85	15		
Facilities and Infrastructure				
Lecture room comfort	74	26		
Internet network availability	67	33	32.33	Small
Projector availability (LCD)	62	38		
Learning Media				
Understanding the use of learning media	89	11		
Using creative learning media	87	13	12	very small
The use of media improves the quality of learning	88	12		

In the aspect of human resources, there is a 14% gap obtained. Based on the explanation of the lecturers during the interviews, the gap is 1) lecturers feel very rarely get training on improving competence, 2) uncertainty in the distribution of the courses taught, 3) incompatibility

of disciplines with the courses taught, and 4) there are still lecturers who have problems mastering science and technology, especially old lecturers.

As for facilities and infrastructure, there is a 32.33% gap. Based on the interviews, it stated the causes of the gap namely: 1) air conditioners in some lecture rooms do not work correctly, 2) the number of LCDs is remarkably lacking so that lecturers are constrained in applying media or technology in learning, 3) there are lecturers' desks and chairs in some rooms in inadequate condition, and 4) inadequate condition of stationery and whiteboards. In the aspect of using learning media, there is a 12% gap. Based on statements from lecturers, the average lecturer stated that the availability of inadequate internet and projector (LCD) networks in classrooms was an obstacle to the application of learning media.

Of the 64 students sampled from this study related to aspects of human resources, facilities, infrastructure, and the use of learning media, data was obtained as in Table 5.

Table 5. The results of student evaluations of Human resources and devices (facilities and infrastructure, Use of Learning Media)

Indicator	Percentage	Gap	average	Category
Human Resources				
Compliance with competence	83.44	16.56	19.38	Very small
Understanding of the material	85.00	15.00		
Relevance of Experience to the Material	82.81	17.19		
Using creative methods	71.25	28.75		
Facilities and Infrastructure				
Lecture room comfort	65.63	34.38	32.27	Small
Internet network availability	69.69	30.31		
Projector availability (LCD)	66.56	33.44		
Easy access to learning resources	69.06	30.94		
Learning Media				
Understanding the use of learning media	79.69	20.31	22.92	Small
Using creative learning media	70.31	29.69		
The use of media improves the quality of learning	81.25	18.75		

Regarding human resources, there is a 19.38% gap, according to students. Based on the qualitative data obtained through interviews, student evaluation of human resources is 1) There are still lecturers who are considered incompetent in learning; this is because teaching lecturers are not by their educational qualifications. 2) some lecturers are considered less effective in teaching because of a lack of understanding of innovative and effective learning methods. It also includes the use of creative learning methods. 3) the inactivity of some lecturers, including those who only attended a few meetings. 4) some lecturers are often late for class. 5) Limitations of lecturers in understanding and utilizing technology in learning. 6) Lecturers face difficulties in managing classes.

In the aspect of facilities and infrastructure, there is a 32.27% gap. This gap, from the student's perspective, is caused by 1) inadequate internet networks and LCD availability. Sometimes, students have to scramble with other classes to get an LCD. 2) the condition of the room is not cold because the air conditioner does not work correctly. 3) The condition of student chairs that are not terawatt is not even a little damaged. 4) classrooms that do not have good lighting.

In the aspect of lecturers using learning media, there is a 22.92% gap. According to the student's perspective, this gap is caused by the following: 1) Not all lecturers use learning media in class. 2) The lecturer's understanding is still not good because of the rare use of learning media in class. 3) There are lecturers constrained to operate technological devices.

Gap Between Planned Learning Process (RPS) and Actual Learning Process

The lecturer's evaluation of the suitability of the learning plan with the learning process in the classroom obtained data as in Table 6.

Table 6. The results of the lecturer's evaluation of the learning process

Indicator	Percentage	Gap	average	Category
Learning Process				
The learning process is by the Semester Learning Plan (RPS)	88	12	14	very small
The learning process is by the experience and situation	84	16		

Based on the lecturer's evaluation of the learning process, there is a 14% gap. Several obstacles cause this gap: 1) Schedules that still clash with other lecturers; this is caused by poor schedule arrangements. 2) The absence of lecturer space so that it is limited to provide additional guidance to students. 3) Uncomfortable facilities and infrastructure, such as LCD and lecture rooms, due to malfunctioning air conditioners. 4) Some students have less ability to follow learning. 5) The level of student discipline is also an obstacle lecturers face in carrying out the learning process.

The results of student assessments related to the learning process can be observed in Table 7.

Table 7. The results of student evaluation of the learning process

Indicator	Percentage	Gap	average	Category
Learning Process				
The lecturer explained and showed the RPS at the beginning of the lecture.	81.9	18		
The learning process is by the Semester Learning Plan (RPS)	80.6	19	20	small
The learning process is by the experience and situation	77.2	23		

From student assessments related to the learning process, there is a 20% gap. Based on the statements given, students face obstacles: 1) Lack of interaction and response from lecturers, especially in specific courses. 2) Difficulty understanding learning and lack of explanation from lecturers. 3) Undisciplined lecturers and absent from class. 4) Some lecturers give explanations that are not relevant to the material. 5) Colliding class divisions and uncomfortable classrooms. 6) Lack of student focus in the learning process, partly due to the use of discussion methods with paper presentations by several lecturers.

The gap between the achievement of learning goals/targets with learning outcomes, understanding and learning satisfaction

Based on student assessments related to the achievement of learning objectives related to learning outcomes, understanding and proficiency of learning services can be seen in Table 8.

Table 8. The results of student evaluation of the achievement of learning goals/targets

Indicator	Percentage	Gap	average	Category
Achievement of learning goals/targets				
The learning outcomes obtained reflect the achievement of the learning objectives	78.8	21.3	25.2	Small
Understand the material taught during learning	73.8	26.3		
Learning service satisfaction	71.9	28.1		

Student assessment of the achievement of learning goals/targets is a 25.2% gap. According to student assessment, this gap has several problems: 1) Some lecturers are unfair in giving grades. 2) dissatisfaction with the level of understanding in capturing the lecturer's explanation.

3) towards some lecturers who are considered stressful in how they teach. 4) the deadline for submitting assignments that students consider too fast. 5) some lecturers rarely enter teaching.

Discussion

Learning Device Availability

The evaluation of the availability of learning tools in the Islamic religious education study program IAIN Palopo can be observed in Table 3 data. The table evaluates the availability of various learning tools in the Islamic religious education study program. The assessment includes the number of learning tools available, percentage of availability, discrepancy level, and nonconformance level category. In this data, we can see that learning tools such as RPS have a trim level of discrepancy (21.4%), while SAP, Teaching Materials, Question Grids, UTS Questions, UAS Questions, Assessment Rubrics, and Answer Keys have a reasonably large to massive level of discrepancy, with varying percentages.

According to (Educational Independent Accreditation Institute, 2021, pp. 20–21), undergraduate programs must equipped with RPS, SAP, Teaching Materials, and several other learning tools. In this study, a comparison with these standards shows considerable discrepancies in SAP and Teaching Materials.

Mismatches in SAP and Teaching Materials can impact the quality of learning and student understanding. This is in line with the findings of previous research, which emphasized the importance of preparing good learning documents to achieve the expected learning outcomes (Nasution et al., 2023).

Various causes of lecturers not making learning tools, such as not affirming the obligation to make them, other activities, and obstacles to using computers by old lecturers, require concrete solutions. The solutions offered for these problems are 1) There needs to be strict policy enforcement or reminders related to the obligations of lecturers in compiling learning tools, 2) Time management and support from the institution can help lecturers overcome other activities that may be obstacles, 3) For old lecturers who face obstacles in using computers, special training is needed so that they can be more comfortable using technology, 4) Establish scientific clusters or working groups that focus on developing learning tools in the form of workshop activities. This solution aligns with research (Dudley et al., 2019), highlighting the need for institutional support and training for lecturers in developing learning tools.

Human Resources (Lecturers who teach) and devices (facilities, infrastructure, and learning media)

Based on the results of questionnaires from 20 lecturers, in Table 4, there are gaps in aspects of human resources by 14%, facilities and infrastructure by 32.33%, and the use of learning media by 12%. According to the results of the questionnaire from 64 students in Table 5, there were gaps in aspects of human resources by 19.38%, facilities and infrastructure by 32.27%, and the use of learning media by 22.92%. Each assessment of lecturers and students shows three main aspects: human resources, facilities and infrastructure, and the use of learning media.

According to research (Johnson, 2017) success depends mainly on the suitability of lecturer competence, understanding of the material, and creativity in using learning methods. The findings align with the results of lecturer questionnaires that show small gaps in aspects of human resources, highlighting the need for increased competence and innovation in teaching methods. It is also important to note that students and lecturers indicate barriers to implementing effective learning and teaching due to constraints in facilities and infrastructure. These issues have also been shown in research conducted by (Rasyid et al., 2024), highlighting

several challenges to effective teaching and learning, including assessing student learning, such as restricted learning resources, limited facilities available, and large class sizes. (Hariyanto et al., 2021) Their research has highlighted the importance of adequate facilities and infrastructure in improving the quality of learning. The significant gap in aspects of facilities and infrastructure in this study reflects the challenges in providing learning facilities. Theories about the use of media in learning, as outlined by (Mayer, 2017), emphasize that effective use of media can improve understanding and retention of material. The results of student questionnaires that show gaps in the use of learning media emphasize the expansion of training and lecturer support in integrating technology into learning.

The recommended solution to overcome this problem involves providing regular training for lecturers, such as the Basic Skills Improvement Program for Teaching and Learning (PEKERTI) or Applied Approach (AA). Additionally, improving physical facilities, including internet networks, air conditioning, LCDs, desks, and chairs in lecture theatres, as well as offering intensive support in adopting learning technology, is essential. Previous research has shown that this solution can effectively improve the quality of learning, optimize student participation, and increase teaching effectiveness(Puspitarini & Hanif, 2019; Darmansyah, 2020; Prasetyo et al., 2022) By implementing this solution, it expects to create a better learning environment and support the development of student and lecturer competencies. (Rasyid et al., 2016) Argue that ensuring institutional support, such as sufficient and high-quality learning and teaching spaces, resources, and facilities, is crucial for improving the quality of education at Islamic universities in Indonesia.

The Gap Between the Planned Learning Process (RPS) and the Learning Process

Table 6 shows that the lecturers' evaluation of the learning process resulted in a gap of 14%. Research by (Putrianingsih et al., 2021) emphasizes the importance of the relationship between learning planning and its implementation in the classroom, which can improve teaching effectiveness and overall learning quality. In addition, Table 7 displays the results of student evaluations with a gap of 20%. (Seufert, 2018) also highlights the importance of alignment between the learning process and lesson plans, which can positively impact learner engagement and learning outcomes.

The constraints identified by lecturers and students provide additional insight into concrete obstacles in the learning process. Lecturers reported barriers such as conflicting schedules, lack of lecturer space, inadequate facilities and infrastructure, and low student ability and discipline. Meanwhile, students revealed obstacles such as lack of interaction and response from lecturers, difficulty understanding the material, and lack of student focus.

Based on identifying obstacles expressed by lecturers and students in the learning process, we can draw recommendations to overcome these problems from previous research findings. Lecturers reported conflicting schedule constraints, lack of lecturer space, and inadequate facilities and infrastructure. Previously, research by (Saputra and Bahri, 2021) showed that using applications in lecturer schedule planning can improve time management efficiency and reduce schedule conflicts.

Improving lecturer room facilities can refer to (Adenipekun et al., 2019), emphasising the importance of adequate consultation rooms or workspaces for lecturers. Meanwhile, to overcome the constraints of facilities and infrastructure, (Miranda et al., 2021) recommend repairing and improving facilities, including maintenance and addition of devices such as internet networks and LCDs, to create a comfortable and technological learning environment.

We can overcome obstacles related to student ability and discipline by referring to the findings of (Purwaningsih, 2020), which suggest an academic ability improvement program and additional learning support for students. Regarding lecturer interaction and response, the same

research highlights the importance of training and professional development related to these skills. Lecturers' involvement in professional development programs could enhance their mastery of the subject matter and pedagogical skills, among the critical quality features in teaching and learning (Rasyid, 2015). Implementing these recommendations is expected to minimize the perception gap between lecturers and students regarding the learning process, create a more conducive learning environment, and improve the quality of education in the institution.

The gap between the achievement of learning goals/targets with learning outcomes, understanding and learning satisfaction

Table 8 shows the student evaluation results of achieving learning objectives/targets with three indicators. First, the learning indicators obtained reflect the achievement of learning objectives; students provide a percentage of 78.8%, with a gap of 21.3%, which can be categorized as minor. Research (Magdalena et al., 2021) highlights the importance of evaluation in the teaching and learning process to understand the development of learners in the learning process. Student learning results that reflect the achievement of learning objectives must be considered carefully to ensure that evaluations are conducted fairly and accurately.

Second, in the indicator of understanding the material taught during learning, the percentage dropped to 73.8%, with a gap of 26.3%. Research (Megawati, 2018) emphasizes that Building learners' learning activities through direct learning experience accommodation is closely related to developing process skills. It can be a reference to improve the quality of learning, strengthen the learning experience, and optimize students' understanding of the subject matter.

Third, the learning service satisfaction indicator shows a percentage of 71.9%, with a gap of 28.1%. This higher gap refers to student dissatisfaction with the learning services applied. This finding can attributed to research results (Putra, 2019), which emphasize that student learning satisfaction is a measure of the success of the learning process, which is reflected through learning outcomes. In general, learning satisfaction has proven to be a determining factor in student learning outcomes through various studies.

From the data on the causes of gaps in Student assessment of the achievement of learning goals/targets, several problems need solutions. These recommendations can be considered by referring to previous research. One of the problems is student dissatisfaction with fairness in grading. In this context, research by (Magdalena et al., 2021) highlights the existence of grade manipulation by some teachers that can adversely affect students. Therefore, implementing a transparent and fair scoring system can help address this issue.

Overcome dissatisfaction with the level of understanding in capturing lecturers' explanations by applying more interactive and responsive teaching methodsRealize a more interactive and responsive teaching method by integrating technology in Islamic religious learning in the digital era(Oktavia & Khotimah, 2023). This integration can form a technologically competent generation with solid knowledge and insights into the teachings of Islam.

The perception that some lecturers are considered stressful in their teaching can be overcome by providing lecturers with training and support related to learning methods that suit student learning styles. Research (Qurbani, 2017) suggests academic ability improvement programs and additional learning support for lecturers. This training is expected to help improve lecturers' pedagogic and professional competence to teach more effectively and support student learning styles.

The deadline for submitting assignments is considered too fast, and the inactivity of some lecturers who rarely enter teaching can be overcome through better schedule planning. Research (Salahuddin, 2019) shows that better schedule planning can be a relevant strategy to

improve lecturer performance. Implementing these solutions is expected to reduce the gap in student assessment of achieving learning goals/targets.

Conclusion

Research on the Islamic Education Study Program of IAIN Palopo revealed gaps in the availability of learning tools, human resources, facilities and infrastructure, and the use of learning media. Concrete solutions, such as regular training for lecturers, the use of technology in learning, and the improvement of physical facilities, are proposed to improve the quality of the learning process. The evaluation of the learning process also highlights the expansion of training and lecturer support in integrating technology into learning.

Further research should include a deeper exploration of the causes of discrepancies in the use of learning media, an analysis of factors influencing the learning process, and the development of concrete strategies to enhance student satisfaction and achieve learning objectives. Although this study provides valuable insights, it is worth acknowledging that limitations related to focusing on a single educational institution may affect the generalizability of findings. Therefore, further and more in-depth research is needed to expand our understanding of the challenges and potential solutions to improving the quality of education in the Islamic Education Study Program IAIN Palopo.

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