

## **Analysis Of Multimedia Utilizations In Islamic Family Law : A Study Of Advantages And Disadvantages**

Author<sup>1</sup>, author<sup>2</sup> ,

Kholifatul Maghfiroh<sup>1</sup>, Septi Apriliyani P<sup>2</sup>

UIN K.H. Abdurrahman Wahid Pekalongan, Indonesia

Email : [kholifatulm26@gmail.com](mailto:kholifatulm26@gmail.com), [septiapriliyani74@gmail.com](mailto:septiapriliyani74@gmail.com)

### **Abstract**

*This study examines how it is utilized for learning, information dissemination, and problem resolution, among other purposes. The method used in this research is library research. An exploratory normative legal method is employed in this study. Textual material is observed, reviewed, and analyzed as part of data collection techniques. The benefits of using multimedia in Islamic family law include improving public awareness of Islamic family law, improving learning effectiveness, and improving accessibility to Islamic family law material. It should be highlighted, nonetheless, that there are drawbacks to using multimedia, such as reliance on technology, mishandling it, excessive prices, restricted access, and a lack of social connection. Government involvement as well as individual efforts are needed to address and prevent the drawbacks of multimedia consumption.*

**Keywords:** Multimedia Utilization, Islamic Family Law, technology

### **A. Introduction**

In this modern era, we have experienced a number of changes related to advances in information technology. Rapid technological developments have resulted in the emergence of various innovations, one of which is multimedia, which includes the use of various types of media such as text, images, audio, video and graphics on one platform. Technology has facilitated the rapid development of multimedia, and this has had a significant impact on various aspects of our lives, including the most intimate sphere, namely the family. There are changes that occur in the family due to developments in technology and multimedia, which influence social relations within the family. In facing these changes, a strong and harmonious family is needed.

The development of global information and communication technology today has swallowed up various dimensions of harmonious families. According to Yasraf, through the development of various forms of information and communication technology that are instantaneous, fast and virtual, interaction (face-to-face) is now being taken over by interactive relationships mediated by social media. All memories or memories of places and time with family are now being taken over

by media memories which can store, remember and broadcast everything (Prasanti, 2016). To achieve a strong and harmonious family, regulations are needed that play a role in regulating the relationships between family members. These rules are known as family law. In Arabic, the term for Islamic family law is Al-Ahwal al Syakhsyah and is sometimes also called Nidham al-Ussrah, and al-Ussrah itself here means nuclear/small family. In the meaning of the Indonesian language itself, the terms used are not only Islamic family law, but are sometimes also called Marriage Law or Personal Law. In English, it is usually called Personal Law or Family Law (Nasution, 2007). Family law "al-ahwal as-syakhsyah" is the law that regulates family life, starting from the beginning of family formation (Khallaf, 2010). Family Law plays an important role in ensuring that interactions and relationships between family members take place well, both in the context of marriage and in other family relationships.

In the context of Muslims, Islamic family law also plays a role in guiding and regulating important aspects of family life in accordance with Islamic religious principles. Thus, in a world influenced by the rapid development of information and multimedia technology, family law has great relevance in establishing and maintaining structure and harmony within the family, ensuring that family values and norms are maintained, and providing direction for family members in interacting and behaving.

These technological developments create opportunities for multimedia to provide very significant benefits in the context of Islamic family law in various respects. Multimedia has a great capacity to increase the effectiveness of learning, conveying knowledge, skills and attitudes in a more comprehensive way. Multimedia technology is able to stimulate individual thoughts, emotions, attention and motivation in the learning process. This creates a learning experience that is more meaningful, purposeful, controlled, and even more enjoyable (Suhirman, 2015). However, like every technological development, the use of multimedia in Islamic family law also has a number of weaknesses that need to be considered. One of them is the risk of dependency associated with technology. In a situation that is increasingly dependent on multimedia, there is the potential for individuals and society to become very dependent on technology, which may reduce independence in seeking information or solutions to problems that may arise in the context of Islamic family law. Apart from that, there are problems of limited access and misinformation that need to be watched out for, as well as a lack of direct interaction between individuals in the family. In this article, we will discuss further the advantages and disadvantages of using multimedia in the context of Islamic family law, with the aim of providing a more holistic understanding of the use of multimedia in the formation, dissemination of information and resolution of problems in Islamic family law.

## **B. Method**

The research method used in this research is normative legal research with an exploratory approach (Benuf, K & Azhar, M., 2020). This research focuses on library materials and secondary data, which were reviewed through a series of searches of legal documents and literature related to digital finance (Soerjono Soekanto, Sri Mamudji, 2010).

The primary data source in this research comes from literature (Zed, 2014) which includes data related to the use of multimedia, the application of multimedia in family law, as well as models for the use of multimedia in family law. This data was collected from library sources, including applicable laws and regulations and other relevant literature (Adlini, 2002).

Data collection techniques are carried out by examining, reviewing and analyzing textual information, which is then adapted as primary data to discuss the research topic. Available literature data includes the use of multimedia technology in learning Islamic religious education, which is then applied to learning Islamic family law. Apart from that, this research also combines data from the observation process, which involves observing various advantages and disadvantages in the use of multimedia in Islamic family law, which is the main focus of this research

## **C. Discussion**

The term multimedia use first appeared in the early 1990s through mass media. This term is used to unite digital and analog technology in the fields of entertainment, publishing, communications, marketing and also commerce. Literally, multimedia comes from two words, "multi and media". Multi means many or plural, while the media is a means of conveying messages and information in the form of text, images, sound or video. According to Phelps, multimedia is a combination of text, video, sound and animation in interactive computer software (Darmawan, 2012). Thus, the concept of multimedia is a combination of various types of media in the form of text, images, audio and video which are intended to convey a message to other people (Surjono, 2017).

Multimedia can develop sensory abilities and attract attention and interest. Multimedia can present information that can be seen, heard and acted upon, so that multimedia is very effective as a complete tool in the teaching and learning process, which in this case is related to Islamic family law. The following are some of the uses of multimedia in Islamic family law, as follows:

### **1. Learning Islamic Family Law**

Learning using multimedia is quite widespread in the world of education. The simplest and most widely used multimedia-based teaching materials are presentation materials using PowerPoint. Apart from that, interactive media have also been widely developed. In multimedia-based learning, individuals can study

teaching materials in digital or interactive form equipped with quizzes for practice, which in this case, can be used repeatedly until the Islamic family law material can be understood. The use of multimedia, such as videos, podcasts, and online presentations, can help in providing a better understanding of Islamic family law concepts to the public. This includes explanations about marriage, divorce, the rights and obligations of husband and wife, inheritance, and other laws relating to the family.

In general, several criteria for good multimedia teaching materials can be described, namely that the appearance must be attractive both in terms of the shape of the image and the color combination used, the narrative or language must be clear and easy for individuals to understand. The use of terms needs to be adapted to media users so that learning can be effective, material is presented interactively, meaning it allows participation from individuals, the need to accommodate various different models (styles) in learning, personal characteristics and culture of the target population, in accordance with the characteristics students, the characteristics of the material and the goals to be achieved, it is possible to use it as a learning medium, in the sense that in accordance with the supporting facilities available, it is possible to display a virtual learning environment (virtual learning environment) such as a supporting web-based application, and process learning is a complete continuity, not sporadic and isolated events (Nanjar, 2018).

### ***Web – based learning***

Web-based learning is a learning activity that utilizes website media that can be accessed via the internet network. Web-based learning, is one type of application of electronic learning (e-learning). Web-based learning is teaching and learning that is supported by the use of internet technology, both as a tool and a source of information. This definition is in line with that put forward by Munir, who stated that web-based learning is a distance learning system based on information and communication technology with a web interface (Munir, 2019). This learning model is one of the learning models that can be applied through the use of e-learning.

Web-based learning, students learn by accessing a website, then carrying out learning activities such as studying materials, carrying out evaluations, doing assignments, or interacting with fellow students or consulting with teachers. Everything is done through the website and can be done independently or with the help of teachers as facilitators. The distance education system focuses on both sides as a whole, both on students and their learning process, as well as on the teaching process. Here it is clear that the role of e-learning websites in a web-based learning activity is a learning medium that is able to increase students' interest in as.

Web-based learning applications can be classified based on the type of material/content in which there are three classifications (Munir, 2019) as follows:

a. *Text and Graphic Web-Based Learning,*

This type of web-based learning is very simple because it only displays text and graphics/images as a means of conveying the learning material. The advantage of

this type of web-based learning is that it is easy to access because it does not display content that is too complicated. However, the level of interactivity of this type of web-based learning is very low, so it will not achieve optimal learning outcomes for students..

b. *Interactive Web-Based Learning*

The interactive web-based learning model provides interactive programs on the web. Students can interact independently with the website without help from the teacher/facilitator. This web-based learning model is usually equipped with learning tools such as self-tests, text entries, column matching, etc.

c. *Interactive Multimedia Web-Based Learning*

This web-based learning model has the highest level of interactivity. Apart from containing all the features available in the two web-based learning models mentioned previously, this type of web-based learning also includes real-time communication facilities between students, teachers and other students. The means of communication can be video streaming, interactive web discussions, voice over internet protocol (VoIP), chatbox etc. The application of this type of web-based learning model can cover all learning activities that are usually carried out in conventional/face-to-face classes.

There are several models that can be used in developing a website for web-based learning. Haughey (Riyana, 2013) revealed that there are three possibilities for developing an internet-based learning system as follows:

1. *Web Course*

In the web course model, teachers and students are completely separated. Learning with this model does not require face-to-face contact because all activities related to the implementation of learning, such as providing teaching materials, discussions, consultations, assignments, exercises and exams, are carried out entirely via the internet network. This model is also known as the Distance Learning System.

2. *Web-Centric Course*

In the web-centric course model, learning is carried out both via the internet, and through face-to-face activities in the classroom. Face-to-face activities in the classroom can be used to discuss findings during online learning activities. Face-to-face activities in this model are also usually carried out as initiation of online learning and reinforcing or clarifying learning materials that students have studied on the website.

3. *Web-Enhanced Course*

In the web-enhanced course model, the internet is used to improve the quality of the learning activities that have been carried out. The internet functions as a source of information and learning media to support learning activities in class, as well as a means for students and teachers to stay connected while they are not in class.

There are several levels/levels of using a website for learning activities. These levels depend on the quality and quantity of information presented through the website, as well as the function played by the website in the overall learning activity. Abbey classifies the levels of website use in learning as follows (Riyana, 2013):

1. Level 1 – *Informational*; At this level, the information presented via the website is only informative, without requiring daily updates or monitoring. Website content presented at this level can include academic information such as syllabus, lecture schedules, announcements, contact information for educational institutions, etc.
2. Level 2 – *Supplemental*; At this level, the information presented is in the form of learning material which is stored on the website to be read/downloaded. For example, a lecturer saves lecture notes, PowerPoint presentation media or lecture handouts on a web page for students to download and study again.
3. Level 3 – *Essential*; At this level, the website plays an important role in overall lecture activities. A student can take lecture material from the website, then use it as discussion material with his friends during class. In other words, websites at this level function as a source of teaching materials for face-to-face lecture activities in class.
4. Level 4 – *Communal*; At this level, the website functions almost the same as a complementary function to e-learning. Learning activities are programmed to be carried out both face-to-face in class and online via a website that has been developed. Assessment is carried out by combining the evaluation results on the website and the results of the final exam taken in class.
5. Level 5 – *Immersive*; At this level, learning activities are completely carried out online. Students carry out all learning activities such as studying learning materials, filling in attendance, taking exams, and even socializing with friends via the website. At this level, conventional learning activities have changed into a virtual learning community.

In addition, multimedia can also be used to provide courses and training in Islamic family law. With online platforms, one can access books, journals, training materials and courses from anywhere in the world. This allows for a wider dissemination of knowledge and understanding of Islamic family law. The use of multimedia technology in learning Islamic family law makes the learning process more interesting, more interactive, more effective in utilizing learning time, the quality of learning can increase, overcoming verbalism, and the learning process can be carried out anywhere and at any time, as well as instilling creative and innovative attitudes in individuals. in developing its potential.

## **2. Dissemination of Islamic Family Law Information**

The multimedia has great potential to support the dissemination or dissemination of information regarding Islamic family law. By utilizing various multimedia tools, information about Islamic family law can be conveyed more efficiently and interestingly. Dissemination of Islamic family law information can be done through various platforms, such as websites, mobile applications, social media, videos and online platforms. The use of digital social media as a means of disseminating information requires looking at whether the content is informative or not. There are two main requirements for information to be said to be informative. First, the information conveyed has a clear, simple structure and meets needs. This article is an illustration of information distributed to the public that contains consumer

content and solutions that can resolve matters that are considered important and urgent to be resolved immediately. Second, this information includes diversity and novelty when compared with similar information that has been received previously. The uniqueness and novelty of information is the right offer that can stimulate and mobilize the public to find out more about that information. Public mobilization to receive informative messages currently occurs mostly in digital media spaces, especially digital social media (Syam, 2023).

The existence of digital social media currently plays an important role in the social system in society. This is because social media provide opportunities for anyone to be directly involved in the process of distributing messages and information to the public, both as communicators and as communicators. On social media, it shows that everyone is in the context of a polysamous metaphor. The term polysemy metaphor was first illustrated by Paul Ricoeur in his book entitled "Creativity in Languages, Word, Polysemy, Metaphor: Philosophy Today". In this book it is explained that sometimes a word attached to an object can have a binary opposition. When a human being is a being (creation) which refers to his position as an object, then on the other hand he is also able to become a being (creator), which refers to the subject (Ricoeur, 1979: 100). This is also a characteristic of a person's position on social media (Syam, 2023).

When someone is in the position of an object on social media, they have no choice in receiving information disseminated by other users. This is because the existence of social media as a public space is unable to limit the flow of incoming message transformation. The negation of social media as a public space is in line with the perception that anyone who is in this arena is obliged and certain to receive the information provided. Whether they need it or not, they must be able to accept it as a consequence of their position as part of a social system within them. In the end, information disseminated through digital social media has acquired the position of individuals as determined creatures in virtual space.

On the other hand, when someone is in the subject position on social media, then complete freedom is theirs. Social media gives users the right to share all information that is considered important to convey to other users. This right is a form of commercial service provided by the social media application provider because they have placed trust in it as a medium for public interaction. This service is of course not wasted by users. Those who have had limitations in conveying messages to the public in reality, there are many gates that they have to go through, become free and expressive when spreading messages in cyberspace.

In addition, websites or YouTube channels devoted to Islamic family law can be used as a forum for sharing lectures, sermons and discussions related to aspects of Islamic family law. This opens up opportunities for ulama and legal experts to share their knowledge and views with a wider audience.

The use of social media also has an important role in spreading awareness messages regarding issues relevant to Islamic family law. By using social media, messages about women's rights, increasing awareness of domestic violence, and protecting children's rights can be effectively spread and reach a wider audience. In addition, multimedia technology makes it possible to hold conferences and seminars on Islamic family law virtually. This opens up opportunities for more researchers, experts and the public to participate without having to be physically present. Thus, multimedia has become a very useful tool in expanding the reach of disseminating information and education regarding Islamic family law.

### **3. Solving Islamic Family Law Problems**

The use of multimedia in resolving Islamic family law problems can facilitate and speed up the problem resolution process, as well as provide various benefits. Some examples of the use of multimedia in resolving Islamic family law problems are online consultations, where individuals or families who need legal advice or guidance related to their family problems can communicate with legal consultants or clerics via various multimedia platforms such as video calls (such as Zoom or Skype), applications instant messaging (like WhatsApp or Telegram), or even voice calls. The use of multimedia in Islamic family law consultations allows people to obtain legal advice, guidance, and answers to their questions in a more convenient and efficient manner. This online consultation has been implemented by government agencies such as the Office of Religious Affairs, there is a *sakinah* family consultation service and in the courts there are also consultation sessions via the interactive WhatsApp application.

Apart from online consultations, there is also online mediation or electronic mediation, namely the use of video conferencing technology to mediate Islamic family law issues, allowing parties involved in a conflict to participate in mediation meetings without having to meet physically. Mediators can help facilitate discussions, provide advice, and reach agreements. Of course, this can be done with the agreement of both parties involved. In Indonesian courts, this has been implemented and can be utilized by litigants in trials who are constrained by distance or are in different jurisdictions. In this way, the parties can save time and costs and speed up the case resolution process if the result of the mediation is successful with a peaceful agreement. However, if a peaceful result cannot be achieved, the trial process will continue to the next stage.

The resolution of Islamic family law problems in Indonesia, which is carried out through litigation or justice, is on the authority of the Religious Courts. In the development of multimedia technology, the court has provided an electronic trial application or electronic court (e-court) which contains a case administration system from registration to the trial stage electronically. The e-court application is broadly divided into 4 main features, namely, e-filing (filling in case registration data electronically), e-payment (electronic down payment of cases), e-summons (electronic court summons) and e-litigation (electronic trial). This application aims to support the realization of orderly handling of cases that are professional,



transparent, accountable, efficient and modern (Article 2 of Supreme Court Regulation Number 1 of 2019 concerning Electronic Administration of Cases and Trials in Court). Apart from that, this system is to keep up with technological developments and people's desires with a litigation process that is simpler, faster and cheaper. By using this e-court system, people who want to litigate no longer need to go to court directly. Apart from resolving Islamic family law problems, the use of multimedia is also applied in marriage registration, which can be done online through the Ministry of Religion's Marriage Management Information System (SIMKAH) application (Kemenag, 2024).

#### **D. Conclusion**

Rapid technological developments have resulted in the emergence of various innovations, one of which is multimedia, which includes the use of various types of media such as text, images, audio, video and graphics on one platform. Technology has facilitated the rapid development of multimedia, and this has had a significant impact on various aspects of our lives, including Islamic family law. This technological development creates opportunities for multimedia to provide very significant benefits in the context of Islamic family law in various respects, including the use of multimedia in learning Islamic family law, dissemination of Islamic family law information and solving Islamic family law problems. In short, using multimedia in Islamic family law has advantages, including increasing the effectiveness of learning Islamic family law, increasing the accessibility of Islamic family law information and increasing public understanding of Islamic family law. However, it should also be noted that there are shortcomings in using multimedia, including dependence on technology, misuse of multimedia, high costs, limited access and lack of social interaction. Efforts need to be made to overcome or prevent the emergence of deficiencies in the use of multimedia which can be carried out by individuals and government participation, such as the role of families as controllers and supervisors of children in the use of multimedia technology, the role of the government in the distribution of multimedia and internet technology as a whole in the territory of the Republic of Indonesia and implementation of enforcement of regulations related to misuse of multimedia related to the dissemination of misinformation or hoaxes

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