

Realization of Learning Islamic Education Through Multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir

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ABSTRACT

Purpose of the study: The purpose of this study was to determine the realization of learning Islamic Education through class X multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, and the factors that influence it.

Methodology: This type of research is a quantitative descriptive research. The population in this study were 4 teachers of Islamic Religious Education at Madrasah Aliyah Negeri 3 Indragiri Hilir. The data in this study were collected using observation techniques and documentation. Furthermore, the collected data was analyzed using the percentage formula.

Main Findings: The results of data analysis through observation can be summarized as follows: The realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, reached 82.5%. The influencing factors are as follows: The work steps carried out by the teacher in the teacher's difficulties in preparing multimedia learning. Teachers find it difficult to reply and read chats from students, which are large in number on one mobile phone (HP). Internet networks are often constrained so that it can complicate online-based learning activities. There are a small number of students who cannot participate in learning activities properly, because their Android cellphone (HP) is not in adequate condition.

Novelty/Originality of this study: Based on the research conducted, by conducting this research it is known that the realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir is categorized as good.

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1. INTRODUCTION

The presence and progress of ICT (Information and Communication Technology) in today's global communication era has provided opportunities and expansion of interaction between lecturers/teachers/experts and (students) between (students), between (students) and learning resources can occur anytime and anywhere without being limited by space and time [1]-[3]. In addition, with the help of ICT (Information and Communication Technology) the process of delivering and presenting learning materials and ideas can be more interesting and fun [4]-[6]. On the other hand, the presence of ICT (Information and Communication Technology) as a new technology provides a challenge for lecturers and teachers to be able to master it so that they can select and utilize ICT (Information and Communication Technology) effectively and efficiently in the teaching and learning process they manage.

In this case, teacher professionalism includes not only the ability to teach students, but also the ability to manage information and the environment (which includes learning places, methods, media, assessment systems, and facilities and infrastructure) to facilitate student learning activities so that they become easier [7]-[9]. Due to the development of science and technology, especially laptops and computers known as ICT (Information and Communication Technology), have enriched learning resources and media in various forms such as textbooks, modules, OHP (Over Head Projector) transparencies, Power Point slides, pictures/photos, animations, films/videos, television broadcasts, radio broadcasts, hypertext, Web pages, computer-assisted learning programs, and learning support application software, professional teachers must be able to choose, develop and utilize various types of learning media by utilizing the sophistication of ICT (Information and Communication Technology) [10]-[12].

Advances in ICT (Information and Communication Technology) have also made it possible to utilize various types/types of media simultaneously in the form of learning multimedia [13]-[15]. The use of interactive multimedia which contains audio-visual components (sound and display) for the delivery of learning materials can attract students' attention to learn [16], [17]. Interactive multimedia can also provide opportunities for students to carry out pseudo-experiments and explorations so as to provide learning experiences rather than just hearing the teacher's descriptions or explanations.

Based on the explanation that the researcher has stated above and observations through observations that the researchers conducted at Madrasah Aliyah Negeri 3 Indragiri Hilir, from Monday the 21st to Thursday the 24th of January 2019 the writer found a problem that can be seen through facts in the form of students who are proficient in using computers, but not optimal in using computers as learning resources. Some students only use computers available at school because they do not have computers or laptops. There are still teachers who are not proficient in using computers as a medium in learning. Limited number of computer and laptop facilities that can be used in learning activities. There are problems with access to the internet network that hinder the use of multimedia. Based on these facts, the researchers decided to conduct research to realize the learning of Islamic religious education through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir.

2. RESEARCH METHOD

The type of research chosen by the researcher is a quantitative descriptive research. This descriptive research is also called pre-experimental research [18]. Because in this study they explore, describe, with the aim of being able to explain and predict a phenomenon that applies on the basis of data obtained in the field.

Quantitative is the use of numbers starting from data collection, interpretation of the data, and the appearance of the results [19]-[21]. Likewise, an understanding of research conclusions will be better if it is also accompanied by tables, graphs, charts, images, or other displays [22], [23]. In addition to data in the form of numbers, in quantitative research there is also data in the form of qualitative information. Quantitative descriptive research meant by researchers in this study is to describe the results of research through quantitative data calculations.

The population in this study were teachers of Islamic Religious Education at Madrasah Aliyah Negeri 3 Indragiri Hilir, totaling 4 people. The sample is "a part of the population that is taken on a representative basis or represents the population concerned or a small part of the observed".³⁶ In this study the sample used was saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples.

Data collection techniques in this study are: 1) Observations, in this study observations were made to teachers of Islamic Religious Education at Madrasah Aliyah Negeri 3 Indragiri Hilir, to find out the realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir. 2) Interviews, in this case interviews were conducted with teachers of Islamic Religious Education at Madrasah Aliyah Negeri 3 Indragiri Hilir, to find out the factors that influence the realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir. 3) Documentation. In this study, the documentation sought was teacher data and student data to determine the profile of Madrasah Aliyah Negeri 3 Indragiri Hilir.

The data analysis technique in this study is by analyzing the observational data using the following percentages:

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage Number

F = Frequency

N = Many Individuals

Table 1. Assessment criteria

Appraisal Percentage	Category
81% – 100%	Very good
61% - 80%	Good
41% - 60%	Pretty good
21% - 40%	Not good
0% - 20%	Very Not Good

Next is the analysis of the data from the interviews. Analysis of the data from the interviews was carried out in the following steps:

- Data collection
There are three data collection methods that researchers use, namely observation, interviews, and documentation.
- Data reduction
Data obtained from the field is written/typed in the form of detailed descriptions or reports. Field reports as "raw" material are shortened, reduced, arranged more systematically, highlighting important points.
- Data Presentation
After data reduction, then the data is analyzed and presented in sentences that make it easier for the reader to understand the contents of the research that has been carried out [24].
- Conclusion
After collecting data, reducing data and presenting data, the researcher concludes the results of the research that has been done [25].

3. RESULTS AND DISCUSSION

To find out the realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, observations were made of Islamic Religious Education subject teachers, namely Al-Qur'an Hadith, Aqidah Akhlak, Fiqh, and Islamic Cultural History teachers. Each teacher was observed 3 (three) times. The observed data are presented sequentially in the table below.

Table 2. Recapitulation of Observation Results of Learning Realization of Islamic Religious Education Through Multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir

Teacher	Observation Results	Alternative Answers										Amount	
		Always (5)		Often (4)		Sometimes (3)		Rarely (2)		Never (1)		F	P
		F	P	F	P	F	P	F	P	F	P		
Teacher 1	1st observation	20	25%	32	40%	12	15%	0	0%	0	0%	64	80%
	2nd observation	25	31,25%	40	50%	3	3,75%	0	0%	0	0%	68	85%
	3rd observation	15	18,75%	52	65%	0	0%	0	0%	0	0%	67	83,75%
Teacher 2	1st observation	20	25%	48	60%	0	0%	0	0%	0	0%	68	85%
	2nd observation	10	12,5%	48	60%	6	7,5%	0	0%	0	0%	64	80%
	3rd observation	20	25%	48	60%	0	0%	0	0%	0	0%	68	85%
Teacher 3	1st observation	20	25%	36	45%	9	11,25%	0	0%	0	0%	65	81,25%
	2nd observation	20	25%	44	55%	3	3,75%	0	0%	0	0%	67	83,75%
	3rd observation	15	18,75%	48	60%	3	3,75%	0	0%	0	0%	66	82,5%
Teacher 4	1st observation	10	12,5%	48	60%	6	7,5%	0	0%	0	0%	64	80%
	2nd observation	15	18,75%	40	50%	9	11,25%	0	0%	0	0%	64	80%
	3rd observation	20	25%	44	55%	3	3,75%	0	0%	0	0%	67	83,75%

Amount	210	21,87%	528	55%	54	5,63%	0	0%	0	0%	729	82,5%
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The recapitulation of the observation results shown in the table as a whole on alternative answers always with a score of 5 is 210 (21.87%), alternative answers often with a score of 4 are 528 (55%), alternative answers sometimes with a score of 3 are 54 (5, 63%), alternative answers rarely with a score of 2 are 0 (0%), and alternative answers never with a score of 1 are 0 (0%), with a total of 792 (82.5%).

Then, $F = 792$, and

$N = \text{Total Population} \times \text{Total Observed Aspects} \times \text{Total Observations} \times \text{Highest Score}$

$$= 4 \times 16 \times 3 \times 5$$

$$= 960$$

The realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, used a formula:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{792}{960} \times 100\%$$

$$P = 82,5\%$$

The realization of learning Islamic Religious Education through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, reached 82.5% and FINAL was categorized as very good, because the 82.5% figure lies in the interval 81% - 100%. As for the data from the interviews are as follows:

Table 3. Teacher interview results

Question	Answer			
	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Have you used multimedia in teaching?	"In my opinion, at this time multimedia is mandatory for teachers to carry out learning, because it is indeed the era. So, the teacher goes with the times"	"Given the Covid-19 conditions, multimedia learning is mandatory. So, as a teacher I have implemented learning with multimedia "	"In my opinion, in this millennial era the use of multimedia is something that is mandatory, even though teachers like me know very little about how to apply multimedia. I have to learn to apply it"	"In my opinion, in this millennial era the use of multimedia is something that is mandatory, even though teachers like me know very little about how to apply multimedia. I have to learn to apply it"
How do you plan learning using multimedia?	"Planning for learning using multimedia must be done, because if you are not well prepared for the multimedia display, it can be problematic"	"In my opinion, every lesson needs to be planned including learning using multimedia. I have already made such a plan."	"As a teacher, I always try to plan lessons as well as possible, including learning by using multimedia"	Then make preparations before carrying out the lesson
How do you prepare learning materials using multimedia?	"It's the same as preparing material with general learning, it's just that material in multimedia learning, the material is prepared using power point"	"I have made material preparations by making power points to carry out learning using multimedia"	"In my opinion, power point is an alternative in preparing learning materials using multimedia. In addition, teachers can also make preparations through films or videos"	"I also prepare multimedia learning materials using power point, besides making small notes for myself to help me carry out assignments"
How do you design learning using multimedia?	"In my opinion, how to design learning in multimedia is an art. So, each individual teacher has his own	"There are quite a lot of ways to design learning using multimedia, because there are many	"Personally, I always replace the appearance of PowerPoint designs for learning with	"In my opinion, every teacher has his own way of designing learning using multimedia. The goal

	art to create learning designs with multimedia."	variants for displaying images on PowerPoint. So, it just depends on the teacher's creativity to make the appearance interesting"	multimedia. I do this so students don't get bored."	is to display attractive multimedia. The most important thing is the content of the concept written on the power point"
How do you carry out learning using multimedia?	"I think in face-to-face situations I use media infocus to make the view bigger. In this covid-19 situation I use the zoom application, which allows me to carry out learning activities online"	"In my experience teaching using an infocus screen, but because of this corona outbreak, learning is via WhatsApp (WA)"	"In my opinion, how to carry out learning activities using multimedia is very practical. The teacher simply displays the prepared media and conveys the material, as well as a series of other learning activities."	"I use WhatsApp (WA) as a multimedia-based learning medium at the moment. I made the power point material, I sent it to WhatsApp (WA) so that students could read it."

The discussion of data from interviews regarding the factors that influence the realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, is as follows:

Teachers of Islamic Religious Education, namely teachers of Al-Qur'an Hadith, Aqidah Akhlak, Jurisprudence, and Islamic Cultural History at Madrasah Aliyah Negeri 3 Indragiri Hilir have used multimedia in carrying out learning, especially in this Covid-19 situation. Learning activities are planned by making power points containing the material to be delivered. There are also those who complement their power points with learning videos. The material is made in such a way that it is easy for students to understand. The learning design used is in accordance with the wishes of the teacher, and has an aesthetic element from the point of view of appearance. Learning is carried out by using WhatsApp (WA) and sending material that has been made in power point to students' WhatsApp (WA).

Based on the interview data, it can be analyzed that the factors that influence the realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, are as follows:

1. Teachers have difficulty preparing multimedia learning.
2. The teacher finds it difficult to reply and read chats from students, which are a large number in one cell phone (HP).
3. The internet network is often constrained so that it can complicate online-based learning activities.
4. There are a small number of students who cannot participate in learning activities properly, because their Android cellphone (HP) is not in adequate condition.

4. CONCLUSION

Based on the results of data analysis through observation and interviews, it can be concluded that the realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, reaches 82.5% and is categorized as very good, because the 82.5% figure lies in the interval 81% - 100 %. The factors that influence the realization of Islamic Religious Education learning through multimedia at Madrasah Aliyah Negeri 3 Indragiri Hilir, are as follows: 1). Teachers have difficulty preparing multimedia learning. 2). Teachers find it difficult to reply and read chats from students, which are large in number on one mobile phone (HP). 3). Internet networks are often constrained so that it can complicate online-based learning activities. 4). There are a small number of students who cannot participate in learning activities properly, because their Android cellphone (HP) is not in adequate condition.

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