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Development of Islamic Religious Education Learning Media Based on Audio Visual Fasting Worship Material Forms a Fearful Personal in Junior High School

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Info Artikel

Abstrak

This research was conducted at SMP Negeri 11 Palopo regarding the development of audio-visual based Islamic religious education learning media which was motivated by the lack of use of learning media, especially in grade VIII and media that are often used in the learning process in the form of textbooks and blackboards where students feel bored so that many students do not pay attention when the teacher explains learning. The method that is often used is the lecture method, the media used is still minimal and sometimes teachers use youtube media for the learning process but it is very rarely used. This study aims to: 1) Know the analysis of media needs for audio-visual based Islamic religious education learning. 2) Know the practicality of audio-visual based Islamic religious education learning media. The research used is development research or called R&D (Research and Development). The development model used is ADDIE which consists of five stages including analysis, design, development, implementation and evaluation. The location of this research was conducted at SMP Negeri 11 Palopo located on Jl, Sultan Hasanudin Km 10. From October 18 to December 18. The subject of this study was 9 class VIII students and the object of research was audio-visual based Islamic religious education learning media. Data collection techniques use interviews with teachers and questionnaires to students. While data analysis techniques are descriptive, qualitative and quantitative descriptive. The results of this study stated: 1) The results obtained from the needs analysis of teachers obtained an average score of 100% with the category of very needed and the needs analysis carried out on students from those who answered the question with the answer Yes obtained an average score of 78% with the category mostly needed and answers Not obtained an average score of 22% category a small part needed. 2) The results of implementation in students by providing practicality questionnaires obtained a percentage of 81.11% with very good categories. So it can be concluded that audio-visual based learning media for fasting worship materials to form a pious person is needed in the learning process, especially in grade VIII of SMP Negeri 11 Palopo.

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Introduction

Education quality is the level of quality of education management effectively and efficiently to create a learning atmosphere and learning process so that students actively develop their potential. Quality education is education that can produce services that are in accordance with expectations. The quality of education in schools can be problematic if there is an influence on it, the problem commonly faced by teachers is that students often lose motivation in learning due to the lack of learning media and supporting facilities in the learning process. With the existence of learning media, the quality of learning increases, so that automatically learning objectives will be achieved, including learning Islamic religious education.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, that learning is the process of interaction of educators with students and learning resources that take place in a learning environment. Nationally, learning is seen as an interaction process involving the main components, namely students, educators, and learning resources that take place in a learning environment, so what is said by the learning process is a system that involves a unity of components that are interrelated and interact with each other to achieve an expected result optimally in accordance with the objectives that have been set.

Learning that occurs today students still passively absorb the structure of knowledge provided by the teacher or those in the learning book. The same is the case with Islamic religious education learning where when the teacher delivers learning material there are still many students who play or just listen without understanding what is conveyed by the teacher during the learning process. Meanwhile, teachers are required to be people who are able to provide knowledge and understanding to their students.

Islamic religious education for now must be recognized that its management is still lagging behind general education. Although there are some relatively good management of Islamic religious education. But when compared between the management of Islamic religious education that is already good and that which is not good in an educational institution, the condition is very unbalanced. It is undeniable that in general, the management of Islamic religious education has not reached the point of success evenly in the process of implementing learning.

Thus, an important agenda in the process of implementing Islamic religious education is how to improve the quality of Islamic religious education in schools and madrasas. Improvement and development in the learning process is a focal point that becomes the center of attention in building the quality of Islamic religious education. The learning process is one of the things that can be seen in Islamic religious education which has a high percentage in determining the quality standards of Islamic religious education. The learning process is one of the things that can be seen in Islamic religious education which has a high percentage in determining the quality standards of Islamic religious

education.Signs of the success of Islamic religious education can be seen through how the learning process takes place.

The teacher is the element that is considered to most influence the learning process. This is indeed natural, because the teacher is the spearhead who deals directly with students as subjects and objects of learning. The task of a teacher is to teach, guide, and educate students, no matter how good and ideal the educational curriculum, no matter how complete the educational infrastructure is without being balanced with the teacher's ability to implement it in the learning process, then everything will be less meaningful.

Various teacher efforts in improving the quality of learning, one of which is by using a variety of learning media so as to make it easier for students to understand the material presented. By using learning media, there will be a communication process between teachers and students. In delivering material, teachers cannot be separated from the media because in the end the media will determine how much the quality of learning delivered by the teacher.

Along with the development of technology, the condition of students is no longer stagnant but rather follows the times and technological advances. Therefore, the learning styles of students also become diverse, some tend to emphasize the visual, audio and audio-visual sides. This diversity requires teachers to be more responsive and have creativity to unite the learning styles of students. Given that, teachers as much as possible can develop learning media that further liven up the learning process.

The media itself in terms can be interpreted as a tool or means of communication. Media today has been widely used as a support in learning because it is proven that the media can complement and support teacher interaction activities in the learning process. Now many schools are developing learning media to support the development of methods in learning.

Based on observations, there are still some problems in the learning process. One of the problems that arises is the lack of use of learning media, especially in grade VIII SMP Negeri 11 Palopo. The media most often used in the learning process is in the form of textbooks and whiteboards where students feel very bored so that many students do not pay attention when the teacher explains learning.

But in fact, teachers still do not use learning media. Based on the results of an interview with one of the teachers of Islamic Education subjects Mrs. Juhasni at SMP Negeri 11 Palopo, information obtained that the method that is often used is the ceramic method, the media used is still minimal and sometimes teachers use YouTube media for the learning process but it is very rarely used.

Method

The type of research used in this research is development research or called Research and Development (R & D). Development research is a systematic review process to develop and validate products used in education. The products developed include training materials for teachers, teaching materials, learning materials, questions, and management systems in learning.

The ADDIE model is an approach that emphasizes an analysis of how each component interacts with each other by coordinating according to the existing phases. The ADDIE Development Model consists of five stages, namely analysis, design, development, implementation, and evaluation.

This research was conducted at SMP Negeri 11 Palopo located on Jl.Sultan Hasanudin Km.10 Poros Palopo Toraja, Kel. Battang, Kec Wara Barat, Palopo City, South Sulawesi Province. The subjects of this study are students in grade VIII of SMP Negeri 11 Palopo for the 2023 school year. The object of this study is the learning media of Islamic Religious Education based on Audio Visual fasting worship material to form a pious person.

The data collection techniques used in this study used interviews and questionnaires. Interviews were conducted with teachers of Islamic religious education subjects, namely Juhasni's mother to gather information and find problems in schools. The questionnaire method is a data collection technique to determine the response of grade VIII students after going through the learning process with audio-visual media.

Data analysis techniques use qualitative and quantitative descriptive data analysis techniques. Qualitative descriptive analysis techniques are needed to manage data from validator reviews, material experts, media experts, practicality instrument experts. Quantitative descriptive analysis techniques are used to manage data from validation sheets, needs analysis and practicality questionnaires.

Result

Analysis Levels

Needs analysis is carried out to determine the problems that exist in schools by means of interviews and providing needs analysis to teachers. While students are given a needs analysis. From the interview, Mrs. Juhasni said that during the learning process using YouTube as a medium, students seemed interested in the media used. Therefore, researchers choose audio-visual media as a medium developed to further encourage students' interest in learning. Based on the results of interviews from teachers said that the method that is often used is the lecture method, the media used is still minimal and sometimes teachers use youtube media for the learning process but it is very rarely used and based on the results of the questionnaire analysis of teacher needs on audio-visual media, it can be concluded that this media is needed with an average score of 100%. While the analysis of student needs from the needs analysis questionnaire with the answer Yes

obtained an average score of 78% of the categories mostly needed and answers Not obtained an average score of 22% of the categories a small part of which was needed.

Design Phase

Design is an activity that includes taking information from the analysis stage after knowing the problem and what solution will be provided, then the existing solution is making an audio-visual based media product that will be made as creative as possible, determining what material will be discussed and what will be used in the product design process and after going through several processes, the last stage of design is to produce a product.

In the design phase, researchers use two applications to support the manufacture of products and the applications used are *Canva* and *Inshot*. At this stage researchers use *Canva* as the application that is used most especially in the process of making products because this application is very easy to use with many templates that can be used as examples. Researchers when creating products utilize template designs in the form of animated videos and use paid services that have many creative, attractive templates and without *watermarks*. While the Inshot application *was chosen by researchers to support the product manufacturing process. Researchers* use Inshot in adding instruments for *audio-visual based products because* the Canva application *for adding audio is limited while the instruments to be included in the product are very short instruments so the researchers decided to use* Inshot in the addition of instruments.

Development Stage

At the development stage there are several things that need to be done, namely: Making animated videos in which there are fasting worship materials to form a pious person, Typing text (Introduction, content and closing), sound recording, Selection of appropriate and interesting animations, adding appropriate backgrounds and instruments and making media using the *Canva application*.

a. The process of creating audio-visual media
  1) Cover or cover
     Cover is something that is first seen by students so that it must be blinded as lively as possible so that the initial impression is not boring and can attract the curiosity of students to see more about the media shown. This *cover* has an initial appearance that has several parts, namely: Material Title and some interesting supporting animated images.
  2) Introduction
     The introduction contains greeting sentences, asking for news, sentences giving enthusiasm in learning, and the title of the material to be discussed. This introduction is expected to relieve boredom and foster a sense of enthusiasm before learning.

3) Material

In the material section, it is explained in text form and there is also an explanation through voice recordings accompanied by musical instruments. The way of delivering the material is very interesting because in it there is an animated image feature that is adjusted to the material being discussed.

4) Cover

In the material section, it is explained in text form and there is also an explanation through voice recordings accompanied by musical instruments. The way of delivering the material is very interesting because in it there is an animated image feature that is adjusted to the material being discussed.

5) Reference

In this section, researchers add references to the material in the learning media in the closing part of the media.

b. Audio-visual based media product validation

After the media manufacturing stage has been completed, the resulting product will be tested for validity by media experts and material experts. The benefits of conducting validity tests to find out whether or not the product that has been made is feasible to be used as a medium in the learning process. Based on the results of validation by media expert validators on audio-visual based Islamic religious education learning media, as seen in table 4.7, it shows that the validation score is 77.14%. Where this shows that audio-visual based Islamic religious education learning media in terms of media and design meet good criteria for use. Meanwhile, based on the results of validation by material expert validators on audio-visual based Islamic religious education learning media, as seen in table 4.8, it shows that the validation score is 78.46%. Where this shows that audio-visual based Islamic religious education learning media in terms of material meets good criteria for use.

c. Revision of validation test results

1) Animation Improvements

Animation allows for more vivid and attractive graphics, making it easier for learners to understand concepts that are interconnected with each other. Using interesting and creative animations will eliminate the boredom of students when following the learning process. In the media that has been made by the researcher, there are several animations that are not in accordance with the level of education that the researcher examined, therefore the validator provides suggestions so that the media made is suitable to be used as a learning medium for students in grade VIII SMP Negeri 11 Palopo.

2) Addition of self-introduction

In the introduction validator suggests adding a self-introduction to the researcher, therefore in the introduction the researcher adds a self-introduction which contains the name, study program, faculty and university.

3) Adding References

In the closing section, validators suggest adding references to the material obtained, therefore researchers add references from existing material in learning media in the closing part of the media.

4) Video volume repair

Validators provide comments and suggestions to reduce the volume of music. In the middle of the video the sound of the music is so high that it masks the explanatory sound of the material described. Therefore, improvements are needed so that the sound of the material explanation is clearer than the background music of the media.

Implementation

After carrying out the media development stage, the next stage is implementation. The implementation stage is an activity to show the media that has been developed by researchers to students in the learning process. This research was conducted in grade VIII of SMP Negeri 11 Palopo with 9 students, in displaying media carried out using a projector connected to a *laptop.* At this stage, trials will be carried out to determine the practicality of audio-visual based Islamic religious education learning media through practicality questionnaires. The results of practicality tests by students on audio-visual based Islamic religious education learning media fasting worship materials form a pious person which shows the acquisition of a practicality questionnaire score of 81.11%, this shows that audio-visual based Islamic religious education learning media is overwhelming. This stage is the implementation of learning media produced in the learning process at school. After carrying out the media development stage, the next stage is implementation. The category is very good to use in the learning process.

Evaluation

The Evaluation stage in the ADDIE model is a stage that can be said to be very important because almost every development process is used. Evaluation is one of the processes that determine whether the product developed is suitable or not for use to learners. One of the processes carried out by researchers is the evaluation of products developed by testing product validity. This validity test is divided into two, namely the material validity test and the media validity test tested by material expert validators and media experts by IAIN Palopo lecturers. The purpose of product evaluation is to revise the learning media developed before being implemented to students. The benefit of the validity test is to find out whether audio-visual based learning media is feasible to be implemented to students in the learning process of Islamic religious education.

Furthermore, the researcher evaluates by providing a practicality questionnaire to students to find out whether students are interested or not in the learning media that has been shown by the researcher. This practicality questionnaire is one of the evaluations of

the developed product, from the practicality questionnaire researchers can find out that the developed product is successful and in accordance with the expected goals..

The task of each student in writing the Qur'an is different, this is adjusted to their age and reading level. For students who are 8 years old or equivalent to grade 3 elementary school will be taught to practice writing short surahs at home or verses of the Qur'an that are commonly read during prayer or in certain activities or that have benefits in daily life such as chair verses. As for TPA Nurul Wustha students who are still beginners and still under 8 years old, it is recommended to write hijaiyyah letters or for students who are at the Iqro level, they will be encouraged to write according to their reading level. The results of the students' writing are assessed at the next meeting when the deadline for completing the writing assignment expires. Santri will sometimes be asked to read the results of their Qur'anic writings. and If the results of their Qur'an writing can be read well and neatly, it can be concluded that the writing ability of TPA Nurul Wustha students has increased.

Discussion

The results of this study show that the development of audio-visual based Islamic religious education learning media for fasting worship materials to form a pious person has been successfully implemented. This research aims to find out how to analyze needs and practicality.

Researchers conduct a needs analysis through the distribution of questionnaires to obtain information about the media to be developed. The questionnaire given to teachers and students contains questions about the media used in the learning process. The Islamic religious education teacher, Mrs. Juhasni, was given 9 questions and 9 students were given 12 questions. This needs analysis is carried out to find out whether the product developed is needed or not in the learning process. Based on the results of the needs analysis that has been given to teachers and students, it can be concluded that this audio-visual media is needed in the learning process.

While the practicality trial is carried out after a validation test by media experts and material experts who have been declared good for implementation to students, thus a practicality trial will be carried out to determine the level of practicality of audio-visual media. The practicality of audio-visual media for Islamic religious education was tested to 9 students in class VIII. To measure the practicality of audio-visual media, it is carried out by distributing practicality questionnaires.

Based on the results of the practicality test conducted on the learning process, a score of 81.11% was obtained which was categorized as very good for use as a learning medium for Islamic religious education.

Conclusion

Based on the process of developing audio-visual based Islamic religious education learning media on fasting worship materials, forming a pious person in grade VIII SMP Negeri 11 Palopo to become a supporting media in the learning process. It can be concluded several things as follows:

1. Analysis of the need for the development of audio-visual based Islamic religious education learning media fasting worship materials forms a pious person in grade VIII SMP Negeri 11 Palopo, through the distribution of questionnaires obtained the average score of the answer Yes is 78% with the category mostly needed and answers Not obtained an average score of 22% with a small part category needed, it can be concluded that this audio-visual media is needed in the learning process.

2. Practicality of Islamic religious education learning media based on audio-visual fasting worship material formed a pious person in grade VIII SMP Negeri 11 Palopo, from the practicality test conducted on students totaling 9 people the results obtained with a score of 81.11% with a very good category.

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