THE USE OF MULTI MEDIA IN LEARNING SKI IN HIGH ISLAMIC SCHOOL STATE TEBING TINGGI REGENCY

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Abstract

This research was conducted to determine the use of multi-media in learning Islamic Cultural History at the State Madrasah Aliyah Kota Tebing Tinggi. This research is located in Madrasah Aliyah Negeri (MAN), Tebing Tinggi City, which is located at Jalan Baja, Padang Hilir District, Tebing Tinggi City. The method approach used in this research is descriptive qualitative research. This type of qualitative descriptive research displays the results of the data as they are without the process of manipulation or treatment from others which is carried out using triangulation data collection techniques, namely through observation, interviews, and documentation studies. From the results of this study, it can be concluded that the use of multi media in learning Islamic Cultural History in Tebing Tinggi City MAN has been applied to the SKI subject. The basis for using multi-media is based on the need to assist teachers in providing knowledge about Islamic Cultural History. The main objective and task of the teacher is to transfer knowledge (transfer of knowledge). The process of using multi-media is done by presenting the subject matter in the form of a slide on Microsoft Power Point. In addition to using media in the form of laptops, teachers also use additional media such as videos, pictures, speakers, the internet and other media assistance. The purpose of usin g multi media in learning Islamic Cultural History is to make it easier for teachers to deliver subject matter to students. The obstacles to the use of multi-media in learning Islamic Cultural History are limited to the selection and use of media types. Meanwhile, the opportunity for using multi media is that there are several learning media facilities that have been provided by the madrasah. The response to the use of multi media in learning Islamic Cultural History can be seen from the attention of students in seeing and listening to explanations from the teacher regarding the subject matter carried out in the classroom.

Keywords: Multi Media, Learning the History of Islamic Culture

Introduction

Learning media is a communication tool to streamline the teaching and learning process. In addition, the media is an inseparable part of the teaching and learning process in order to create learning objectives in schools in particular (Azhar, 2002: 3). The use of media and methods that are right on target will be realized and achieved if maximum learning is in accordance with what is expected and aspired to for all components, both for students

themselves, for institutions and the state, in accordance with the macro vision and mission of national education itself.

Mulyasa (2014:17) explains that macro vision of education is the realization of civil society as a new Indonesian nation and society with a life order that is in accordance with the mandate of the proclamation of the Unitary State of the Republic of Indonesia through the education process. From this vision, it can be seen that the ideals of being a great nation can be realized through a long educational process. While the macro mission is to go through the short, medium and long term stages. Education held in schools or madrasas is one of the patterns that will color the educational life in this country, especially in Madrasah Aliyah Negeri whose learning system is through Curriculum 13 by using various methods and media to transmit and reason knowledge, especially in teaching and learning. understand every material in the field of Islamic Cultural History studies.

Talking about the success of learning that is carried out properly and with quality, it is very necessary to have a professional attitude of teachers and a good curriculum, and do not forget to also be supported by methods and use of media that are in accordance with the subject matter being taught. Susanto (2013: 53-54) adds that regarding the implementation of learning which explains that the process of implementing learning is said to be appropriate and of high quality if all students can be actively involved both mentally, physically and socially. The quality of the implementation of learning can be seen from the process and results. Judging from the process, the implementation of learning is said to be successful and of good quality if all or most of the students are actively involved both physically, mentally and socially.

Things that need to be known and become a very influential factor in carrying out learning in madrasas. These factors can realize the implementation of learning in accordance with the objectives of the material taught in a field of study. The implementation of appropriate and quality learning does not only depend on a single factor, but in this case it is tied to a system that is interrelated between one system and another, for example, such as the ability of teachers to design learning, available infrastructure facilities, curriculum, methods, readiness of students in receiving lessons, and the use of media in the learning. As an interrelated system, these various factors must support each other so that the implementation of learning that is right on target and has quality.

The use of appropriate and quality learning media is expected to be applied both in schools and in madrasas. Madrasah educational institutions in the context of Islamic education in Indonesia are under the auspices of the Ministry of Religion. When you hear the word madrasa, it will invite a desire to know what is meant by madrasa. Madrasah is the meaning of darasa, yadrusu, darsan which means learning. The term refers to the main function of madrasas in Islamic culture, namely places of learning. The meaning above shows that some Islamic education experts say that Islamic education centers are called madrasas. So the definition of a madrasa is an educational institution that was

formed intentionally as a center for the ongoing educational process (Aly, 1999: 223-224). Learning carried out in schools and madrasas really requires the use of media in the learning process.

The use of media is very important in helping the process of learning activities. This is because the times and advances in information and communication technology are very rapid. The development of information and communication technology that exists at this time will be a very large contribution to the progress of student learning. In the end, the development of technology and information will become a learning resource that can support the development and accommodate every learning process carried out by students. The use of learning media also requires the role of the teacher or teacher. This is because there are some subject matter that requires an explanation from the teacher or the teacher in explaining the existing subject matter. This also proves that not always the role of a teacher or teacher can be replaced by technological developments.

The subject of Islamic Cultural History is one of the important subjects because it relates to the importance of knowing and interpreting important histories that occurred in the past. Islamic histories that exist and that occurred in the past are very important to be used as a lesson in the future. This aims to form an understanding and love for the religion of Islam which will eventually form a true Muslim person. The Muslim person is a person formed through the cultivation of Islamic values derived from the understanding of the struggle and history of Islam that existed in the past.

On this occasion the researchers made observations at the Madrasah Aliyah Negeri, Tebing Tinggi city. The objects of the research were teachers and students in grades X, XI, and XII who only majored in Religion. Researchers found some interesting things to be the main focus for researchers. The researcher found that the students' interest in learning in the subject of Islamic Cultural History was very low. This can happen because the teacher is too monotonous in teaching, the teacher only focuses on the lecture method, the students feel bored with the teacher's way of teaching and the lack of use of learning media that can support success in the learning process.

Ideally, in carrying out the learning process, planning, strategies, methods, techniques, tactics and the use of learning media are needed to support and succeed in the implementation of learning. The use of learning media in the subject of Islamic Cultural History must also be diverse and varied. By using a variety of media in learning Islamic Cultural History, it is hoped that it can reduce learning saturation for students. In addition, the use of variations of Islamic Cultural History learning media is also expected to increase the interest and enthusiasm of students in carrying out the learning process in the madrasah.

Research Methods

This study uses qualitative research methods, namely to understand the phenomenon of what is experienced by the research subject, for example

behavior, perception, motivation, action and others, holistically and by way of description in the form of words and language, in a special natural context. and by utilizing various natural methods, and in reasonable field situations as they are without manipulation. Data was collected through observation, interviews, and documentation. The data analysis technique used is the Miles and Huberman (1984) model, namely data reduction, data display and conclusion and verification.

Research Result and Disscussion

The aspects that are of concern include several aspects, namely the basis for consideration of the use of multimedia, the process of using multimedia, the purpose of using multimedia, obstacles and opportunities in the use of multimedia, and the final part is the responses and activities of students/ i after the use of multi-media in learning the History of Islamic Culture at Madrasah Aliyah Negeri, Tebing Tinggi City.

In the process of determining the basis for considerations regarding the use of multimedia, it must be considered and decided carefully. This is because in determining the use of multimedia must be in accordance with the conditions and needs that exist in the field. This also determines whether the use of multimedia is suitable and suitable for use in the learning process.

Furthermore, in determining the basis for the use of multimedia, it must be based on the interests and needs that exist in the use of multimedia. A basic use will arise due to the need to carry out an interesting, not boring learning and also learning that can make it easier for students to know and understand the subject matter that will be delivered by the teacher.

After discussing the basics of using multimedia, the next discussion is the process of using multimedia in learning the history of Islamic culture at Madrasah aliyah, Tebing Tinggi city. the process of using multimedia begins with planning a lesson based on the subject matter. This is based on the aspect where the use of a media must be based on the subject matter to be taught. This is because not all media can be used in every subject matter.

The process of using multi-media in learning the history of Islamic culture at the Madrasah aliyah in the city of Tebing Tinggi uses variations of multi-media. One of the processes of using multimedia that is taught is to use the help of laptops, projectors, and speakers. At the beginning of the use process, the teacher or teacher makes several learning slides and several concept maps that describe the subject matter to be studied.

The use of multimedia is carried out not only in the section discussed above, but will be added with the help of other learning media such as videos that are displayed which will deepen the knowledge of students when discussing the subject matter. When showing the learning video, the teacher or teacher adds some discussion by pausing a bit on the learning video.

This is done by the teacher or teacher with the aim of providing explanations and additional information about the learning materials that will

be discussed. In this section, the process of using multimedia is carried out. This process will be carried out properly and successfully if in this case the teacher or teacher is able to master the concept of good communication.

Of course, the role of the teacher is the spearhead in the process of using multi-media in Islamic Cultural History learning. From the observations of researchers, it can be seen that effective communication is the key to quality learning. In this case, communication can be said to be effective if there is a flow of information from two directions, namely the communicator and the communicant.

In this case, the information obtained will be equally responded to in accordance with the expectations of the two communicators. In this section there are five aspects that need to be understood in building effective communication. The five aspects are as follows:

1. Clarity. In this section, it is important to note that the communication must use clear language. So that the information is easily accepted and understood by the communicant.
2. Accuracy, This accuracy relates to the use of correct language and the truth of the information conveyed.
3. Context, This context is often also called the situation. The point is that the language and information conveyed must be in accordance with the circumstances and the environment in which the communication occurs.
4. Flow, In this case, the language and information conveyed must be in accordance with a clear flow or systematic, so that the party receiving the information can be fast and responsive.
5. Culture, in this section not only concerns language and information, but also relates to manners and ethics (Endang Lestari in Abdul Majid, 2012:276).

Apart from the discussion above, things that are also of special concern are material design, methods, use of multimedia, and messages or wisdom in learning. The design of learning messages that must be prepared by the teacher must pay attention to the following principles:

1. Readiness and Motivation, Readiness in this case is the mental and physical readiness of students. While in this motivation consists of two aspects, namely internal and external aspects of the students themselves. This can be grown by providing rewards, punishments, and descriptions of the advantages and disadvantages of the learning carried out.
2. Attention Tool. Basically, human attention or concentration often changes and moves which will eventually result in unfocused learning. So in this case, a teacher must be able to design learning messages. Teachers must also be good at making appeals to control the attention of students while learning. The controller of attention that the researcher means is the effect of music, movement/change, humor,

surprise, verbal and visual illustrations and so on, all of which are roles in the use of multi-media in Islamic Cultural History learning.

3. Active Participation of Students. In this section, the teacher as a teacher must also try to make students active in carrying out the learning process. There are several things that must be considered to grow the activeness of students, a teacher must be able to bring up learning stimuli. This learning stimulus can be in the form of questions and answers, practice, exercises, making summaries, criticism and comments, using multimedia, and giving projects (tasks).

4. Repetition. In this repetition section, the thing that is most emphasized is the repetition of material which is done by previewing the subject matter. This is done so that students can understand the subject matter that has been taught. In order for the repetition of learning materials to be carried out properly, the teacher or teacher must use multimedia such as the use of videos or learning slides that can be studied and repeated by students.

5. Feedback. In the learning process, feedback is important. Appropriate feedback from the teacher can be a trigger for enthusiasm for students. The feedback that can be given can be in the form of information on the progress of students' learning, as well as strengthening the correct answers, correcting wrong answers, and providing positive input on the performance of students.

6. Avoid irrelevant material. So that the material received by students does not cause confusion and misunderstanding, then as much as possible should avoid subject matter that is not relevant to the subject matter being taught.

From some of the discussions above, it can be seen that the use of multimedia in learning is an important thing or stage for teachers to do. The goal is that the teaching and learning process takes place in a fun, not boring, and interactive way.

By designing the use of multimedia in the subject matter first, and supported by the use of methods and learning media that are in accordance with learning needs, it is hoped that it will make it easier for teachers to carry out the learning process in the classroom.

The discussion of the results of the next research is to discuss the purpose of the use of multi-media in learning the history of Islamic culture at the Madrasah Aliyah in the city of Tebing Tinggi. The results of the researchers' observations regarding the purpose of using multi-media in learning the history of Islamic culture at the Madrasah Aliyah in the city of Tebing Tinggi are to facilitate the task of the teacher or teacher in delivering the subject matter.

In addition to the above objectives, another purpose of using multi-media in learning the history of Islamic culture at the Madrasah aliyah in the city of Tebing Tinggi is also to make it easier for students to know and

understand the subject matter that has been delivered by the teacher or teacher. With the help of the use of multimedia, of course, the learning process will run in a short, precise, fun, inspiring and interactive way.

The discussion of the results of the next study is to discuss the obstacles and opportunities in the use of multi-media in learning the history of Islamic culture at the Madrasah aliyah, Tebing Tinggi city. Based on the results of the researcher's observations, the researcher can find out that the obstacles that exist in the use of multi media in learning the history of Islamic culture at the Madrasah Aliyah Tebing Tinggi city are the selection of the type of media that will be used in learning the history of Islamic culture. In addition, another obstacle is that there are still some teachers who are not very capable of operating some instructional media.

The opportunities that exist in the use of multi-media in Islamic Cultural History learning is the role of schools that have provided learning facilities and media that can support the learning process of Islamic Cultural History. This will not be achieved if there is no support from the school.

The next discussion is Student Responses and Activities after the use of multi-media in learning the history of Islamic culture at the Madrasah aliyah, Tebing Tinggi city. Based on the observations of the researchers, the responses and activities of the students were by showing responses to questions, objections, opinions and results from learning during the learning process using multi-media.

This happens because students feel interested and curious about the material and the use of multimedia used in the learning process carried out in class. With the use of multimedia, it will help teachers or teachers in providing teaching to students, and students or students can easily learn and understand the subject matter that has been taught.

The discussion that becomes the final part is the responses and activities of students after the use of multi-media in learning the History of Islamic Culture at Madrasah Aliyah Negeri, Tebing Tinggi City. The response to the use of multi-media in Islamic Cultural History learning can be seen from the attention of students in seeing and listening to the teacher's explanation of the subject matter carried out in the classroom. After seeing the responses displayed by the students, the researcher also observed the activities of the students. The activity carried out was discussing the subject matter of Islamic Cultural History that had been discussed. The researcher also observed that there were some students who asked and gave suggestions about the subject matter that had been discussed.

Conclusions and Recommendations

Based on the results of research and discussion on the use of multi-media in learning the history of Islamic culture in the State Madrasah Aliyah, the City of Tebing Tinggi that researchers have done, the following conclusions can be drawn:

1. The discussion regarding the basic considerations in the use of multi-media in Islamic Cultural History learning is based on the need to assist teachers in providing knowledge about Islamic Cultural History. This is the main goal and task of the teacher, namely transferring knowledge (transfer of knowledge). The process of implementing learning will not be complete if the teacher does not use learning aids which in this case is the use of media. With the help of the use of multimedia, it is hoped that it will be able to assist teachers in delivering subject matter briefly, precisely, and accurately.

2. Furthermore, the focus of this research is the process of using multi-media in learning the history of Islamic culture. The process of using multimedia is done by displaying subject matter in the form of slides on Microsoft Power Point. In addition to using media in the form of laptops, teachers also use additional media such as videos, pictures, speakers, the internet and other media assistance.

3. The next discussion is about the purpose of using multimedia in learning Islamic Cultural History. In this section, the researcher concludes that the purpose of using multi-media in Islamic Cultural History learning is to make it easier for teachers to deliver subject matter to students. The purpose of learning carried out by teachers using multimedia is to carry out their duties as teachers, namely transferring knowledge, transferring moral values, and transferring lessons that can be drawn from an Islamic Cultural History.

4. The next discussion is about the obstacles and opportunities in the use of multimedia in Islamic Cultural History learning. The researcher found that the obstacles to the use of multi-media in Islamic Cultural History learning were only limited to the selection and use of media types. While the opportunities for using multimedia are the existence of several learning media facilities that have been provided by the madrasah.

5. Among the learning media facilities that have been provided by the madrasa are infocus, tape recorders, laptop speakers and several other additional media such as supporting books that discuss the History of Islamic Culture (SKI). In addition, there are several media that have been provided by teachers in the field of study that can also support the learning of Islamic Cultural History (SKI) in Madrasah Aliyah Negeri Tebing Tinggi City.

From the discussion and conclusions above, the researcher provides several recommendations in this study that can be useful for several parties, including:

1. For the Head of Madrasah.
   The researcher hopes that this research can be used as reference material for madrasah principals to be able to further increase the use of Multi Media in Islamic Cultural History Learning at Madrasah Aliyah Negeri Tebing Tinggi City, especially in the subject of Islamic Cultural History.

2. For Deputy Heads of Madrasas for Curriculum.

The researcher hopes that this research can be used as a motivation for the Deputy Head of Madrasah Curriculum to be able to compile and organize the basic considerations for the use of multimedia, the process of using multimedia, the purpose of using multimedia, obstacles and opportunities in the use of multimedia, responses and activities of students/ i after the use of multi-media in learning the History of Islamic Culture at Madrasah Aliyah Negeri Kota Tebing Tinggi.

3. Teacher.

The researcher hopes that this research can be a basic reference for teachers in making lesson plans in which there are processes, steps, and the quality of learning. In addition, this research is expected to be a motivational material for other teachers in improving and increasing the use of multimedia in learning with the aim that the learning process carried out will be better in the future.

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