

The Use of Multimedia in Learning Islamic Religious Education as a Communication Media for Islamic Broadcasting

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana penggunaan multimedia dalam proses pembelajaran pendidikan agama islam sebagai media komunikasi penyiaran Islam di SMPN 23 Palembang, dana apa saja manfaat penggunaannya. Penelitian ini merupakan penelitian deskriptif, yaitu menggambarkan secara sistematis apa saja fakta yang menitik beratkan pada penalaran berdasarkan realitas sosial secara objektif. Oleh sebab itu, untuk memperoleh data yang diperlukan, penulis melakukan observasi ke lapangan untuk mencari data yang akan diteliti. Dalam menganalisis data di lapangan, diperlukan berbagai teknik pengumpulan data, yaitu observasi, wawancara, dan dokumentasi. Pengolahan data menggunakan teknik *editing*, klasifikasi dan analisis data. Kemudian dari hasil analisis data, dapat ditarik kesimpulan dan saran. Berdasarkan hasil analisis data, maka dapat ditarik kesimpulan bahwa penggunaan multimedia dalam pembelajaran pendidikan agama islam sebagai media komunikasi penyiaran Islam di SMPN 23 Palembang sudah cukup baik, karena proses pembelajaran pendidikan agama Islam di sekolah dapat dikatakan salah satu upaya komunikasi penyiaran Islam. Adapaun manfaat penggunaan multimedia sebagai media komunikasi penyiaran islam, yaitu 1) penggunaan multimedia dapat memberikan penyajian materi pendidikan agama islam yang inovatif dan kreatif; 2) penggunaan multimedia dapat menggambarkan konkrit pada materi dan menjadikan pembelajaran PAI yang efektif dan efisien.

Kata Kunci: multimedia, pembelajaran PAI, komunikasi penyiaran islam

Abstract

The purpose of this study was to find out how the use of multimedia in the learning process of Islamic religious education as a communication medium for Islamic broadcasting at SMPN 23 Palembang and its benefits. This descriptive research systematically describes what facts focus on reasoning based on social reality objectively. Therefore, to obtain the necessary data, the authors made observations in the field to find data to be studied. In analyzing data in the field, various data collection techniques are needed, namely observation, interviews, and documentation. Data processing uses editing, classification, and data analysis techniques. Then, conclusions and suggestions can be drawn from the data analysis results. Based on the results of data analysis, it can be concluded that the use of multimedia in learning Islamic religious education as a communication medium for Islamic broadcasting at SMPN 23 Palembang is quite good because the process of learning Islamic religious education in schools can be said to be one of the communication efforts of Islamic broadcasting. As for the benefits of using multimedia as a communication medium for Islamic broadcasting, namely 1) the use of multimedia can provide an innovative and creative presentation of Islamic religious education material; 2) the use of multimedia can describe the material concretely and make PAI learning effective and efficient.

Keywords: *multimedia, Islamic religious education learning, Islamic broadcasting communication*

INTRODUCTION

Places *da'wah* activities (*mejlis ta'lim*) can be carried out in mosques, prayer rooms, homes, and even schools, while people delivering *da'wah* or religious material can be delivered by anyone, regardless of the quality of the content. The success of the material presented depends on the quality of knowledge, experience, and skills possessed by a speaker (Nazra, 2021). Because the key to success in motivating, arousing interest, and developing the listener's creative power is the speaker. A speaker who wants to motivate and arouse listeners' attention must try to make himself creative in making tools that arouse listeners' interest (Almaqfiroh, 2021).

One of the tools that can be used in multimedia, for example, a lecturer will convey that "humans must have a patient attitude in accepting disasters." Hence, an active and creative speaker first makes a recorded document about several incidents/disasters that occurred in society or downloads it on the Internet and then includes it on a CD, so when presenting the material, the speaker can intersperse by opening the CD which contains various examples of disasters that have occurred someone, but they are patient in accepting it.

Likewise, a teacher in the learning process at school must be good at arousing students' learning interest in receiving subject matter so that the material delivered is easily accepted by students. One of the ways that can be done by the teacher in conveying material so that students easily accept the material is also having to use tools, namely multimedia (Fatmawati & Anjarsari, 2021). If we pay attention to today's human development, especially in adolescents, what we can see in our area, shows on television and the Internet that report on the occurrence of inter-group violence, student-to-student interaction, motorcycle gangs, theft, rape, drug parties, murders, and suicides. They do all that without deep thought, even though teenagers are the people of the nation's hope because it is on the shoulders of youth that the nation and state will move forward in the future (Basri, 2016).

Besides that, if one pays attention to the development of religious activities carried out in homes, recitals, mosques, or those carried out in the field, it is very rare to find teenagers participating, 95% of whom are parents. Seeing this situation, the authors argue the most appropriate place to educate and develop adolescents' mental and moral aspects is the school because schools are a place for adolescents to learn, acquire knowledge and develop various abilities and skills within them.

Therefore, schools are very important for us to pay attention to because they function as educational institutions as well as *da'wah* institutions where Islamic religious teachings are broadcast, which have the same goal, namely to form good people who will be able to bring the State and nation to a brilliant direction (Sagala, 2018). This is to the educational goals stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, which reads: "National education functions to develop capabilities and shape dignified national character and civilization to educate the nation's life, aiming to develop the potential to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country." (Kemendikbud, 2013)

Based on the description above, a teacher needs to develop creativity to renew the learning process in schools, so a teacher must try to create the expected learning situations and conditions, namely having professional skills in applying the concept of learning technology in education (Ilyas, 2018). Because operationally, the teacher is directly involved in the learning process at school. The development of science and technology has brought significant changes to human life, impacting progress in all fields. This is demonstrated by the development of computers in which some applications can be used to process and convey information sources to those in need (Putri, 2022).

Currently, computer technology is used as a means of word processing (word processor) and as a multimedia learning tool that allows teachers and students to design a concept and knowledge. Information and Communication Technology has been widely used in the world of *da'wah* and educational institutions as a source of learning in the teaching and learning process, with the aim that the quality of education will be one step ahead along with advances in technology. Therefore, teachers must be able to utilize multimedia in the learning process. Because children will easily accept multimedia lessons. Multimedia can foster learning motivation, attitudes, and ways of learning that are

more effective and foster a higher perception of what is learned (Hamalik, 1989).

Likewise, teaching facilities/media are needed to convey religious messages in a school. Multimedia in the teaching of religious education is very much needed because it can stimulate students' thoughts, feelings, concerns and interests, and attention so that a teaching and learning process can facilitate the delivery of Islamic religious messages (Hasan et al., 2021). Therefore the teacher or facilitator needs to learn how to determine learning media to achieve effective learning objectives in the teaching and learning process.

According to Hamalik, using teaching media in the teaching and learning process generates new progress and interests, generates motivation and stimulates learning activities, and even psychologically influences students (Arsyad, 2011). Therefore the teacher or lecturer needs to learn how to determine learning media so that the achievement of goals can be effective. In choosing a strategy for using multimedia in learning, what needs to be considered is first determining the right type of media, meaning that the teacher first chooses which media is by the objectives and subject matter to be taught. Second, determine or calculate the subject correctly, meaning that it is necessary to consider whether the use of multimedia is by the level of maturity/ability of students. , and existing facilities. Fourth, placing or showing media at the right time, place, and situation, meaning when and in which situation when teaching is used. Of course, not at any time or during the teaching process to show or explain something to the media.

Based on the description above, it can be concluded that the role of an Islamic religious education teacher in a school is as an Islamic religious broadcaster whose function is very large in conveying Islamic teachings through Islamic religious education subjects to children of the nation who have status as students, where teachers must be creative in preparing multimedia as a learning tool, to assist students in understanding lessons, to be able to lead students to become intelligent, creative people, and have strong religious integrity.

Based on the preliminary assessment that the author did at SMPN 23 Palembang, where Islamic religious education subject teachers, who also function as Islamic religious broadcasters, have a very large influence on the diversity of their students at school, where they are generally still less creative in using multimedia learning. For example, teachers have not optimally utilized learning technology, teachers are more likely to use learning patterns through lectures, even though the multimedia equipment owned by schools is sufficient, such as LCDs already installed in the classroom, laptops, learning CDs, digital Al-Qur'an, the latest methods in the study the Qur'an with touch and pronunciation (Reaboy Talking E-Pen) and the internet is available.

METHOD

The method is necessary so that the goals of science in the form of objective truth can be proven and achieved. The research method is to explain the methods or steps in research techniques and also instructions about how the research is carried out sequentially (Surahman et al., 2016). The research method used by researchers in this study is a qualitative descriptive method. Qualitative descriptive research is a type of research whose research activities are carried out in the field where the researcher explains in detail and depth the data obtained in words and sentences so as to get the meaning of events, interactions and written data from the field (Sugiyono, 2015). Data collection techniques using observation techniques, interviews, and documentation.

RESULTS AND DISCUSSION

The Use of Multimedia in the Learning Process of Islamic Religious Education as a Communication Media for Islamic Broadcasting at SMPN 23 Palembang

Based on the results of interviews with the deputy head of curriculum and Islamic religious education teachers who refer to the problem formulation, the following data can be obtained:

a. The use of multimedia in the Learning Process of Islamic Religious Education

Based on the results of interviews and interviews with teachers, it can be revealed that in the learning process, sometimes use learning multimedia, such as LCD Projectors, Laptops, Learning

CDs (CDs about Prayer, Tajwid, Islamic History, Morals, Faith, etc.), sometimes they make their own (the material is summarized and put in a PowerPoint), browsing the Internet, copying with friends. However, not all material is delivered to students using multimedia, depending on the learning material (conditional). Besides that, it also uses methods by the material to be delivered, such as lectures, questions, answers, giving assignments, demonstrations, etc.

For example, practice is emphasized when the material is about letters or verses of the Qur'an, where students are required to write, read and memorize. Meanwhile, the lecture method is used when it comes to morals or stories. This is done so that students can easily understand the lesson that will be delivered. But not all materials or subjects use the media. Depends on the material to be taught. In addition to creative teachers, students must be creative, such as creating a comfortable classroom atmosphere or conditions and renovating by attaching pictures or removable posters containing subject matter. The goal is to motivate students to learn, attract students' attention and create a conducive environment.

b. Preparation Before Using Multimedia

Based on the results of interviews conducted with teachers, it is known that before using multimedia, it is necessary to make preparations first. So that when learning begins, time will be enough to prepare multimedia.

c. Multimedia Type

The type of multimedia used by Islamic Religious Education teachers is

1) LCD Projector (Liquid Crystal Display)

The LCD projector is a display method that uses liquid crystal panels as image formers, each of which forms a red, green and blue element, then the three elements are combined through a prism and then focused onto the screen. This media is suitable for use as a tool in Islamic religious education's teaching and learning process. From the results of observations and interviews conducted, it is known that in this school, there are indeed several classes that are installed with LCD projector media to make it easier for students to understand and accept all the subject matter given by each Islamic Religion education subject teacher sometimes using the media, and also can be used as a substitute for a blackboard. However, the blackboard is still used through the lighting emitted by the LCD projector to the screen will display an image or writings contained in the subject matter in Islamic Religious Education.

This type of multimedia LCD projector is also assisted with laptop media and a screen that can be a study room wall. This LCD projector also has several advantages. One is that students become more interested in the learning process because the presentation of the material or appearance is more impressive. Using this media is also inseparable from the teacher's explanation because the teacher's role remains to teach and educate students so that the learning objectives can be achieved and students will better understand the material that has been conveyed.



Figure 1. LCD Projector used by Islamic Religious Education Teachers

2) Laptop

A laptop is a mobile computer that is relatively small and light, depending on its size and specifications. It can receive data input, process data, provide information, and work automatically. This media contains both auditive and visual media types.

3) CD/DVD

CD/DVD is an optical-shaped storage medium that can hold more data than a floppy

disk, reads and writes using a laser beam, and this recording media stores data in sound, writing, and images. Based on the observations and interviews that the authors conducted, the CD/DVD is used as a presentation of Islamic Religious Education material contained in the CD/DVD, which can be used repeatedly. The CD / DVD used by Islamic Religious Education teachers is a CD about *Tajwid*, which contains writing, pictures, letters, and procedures for pronouncing hijaiyah letters, as for other examples of CDs such as CDs on Islamic History, Morals, Faith, and others.

4) Microsoft Office Powerpoint

Microsoft Office Powerpoint is part of Microsoft Office, Microsoft Office Powerpoint, and one of the software that is very popular in supporting presentation activities. A program commonly used to make presentations of an object, its function is to inform information. Based on the observations made by the author, in Using Microsoft Office Powerpoint, sometimes PAI teachers make their own (the material is summarized and entered into Microsoft Office Powerpoint).

5) Download/Browsing

Digital Al-Qur'an is a modern Al-Qur'an learning application. It contains learning the Koran, which can be used to make it easier for PAI teachers in the teaching and learning process because the Koran is available to be taught. It has an attractive appearance without writing on a blackboard, so it doesn't take long. Based on the results of observations and interviews, the Digital Qur'an is used for Islamic Religious Education Lessons in learning the Qur'an.

The Learning Process of Islamic Religious Education in Schools as One of the Communication Efforts of Islamic Broadcasting at SMPN 23 Palembang

Based on the results of the author's interview with the PAI teacher, he said that it is very appropriate and very true that the process of learning Islamic Religious Education materials at school is one of the efforts to broadcast Islamic *syi'ar* in general and especially at SMPN 23 Palembang to teenagers who are students, because in general students very rarely take part in religious activities which are often held at the *mejelis ta'lim* both held in people's homes, mosques and in violations, their souls are very unstable and like to imitate those who don't think too much about the consequences of their actions and in their shoulders the glory of religion, Nusa and the Nation in the future.

CONCLUSION

The purpose of this study was to find out how the use of multimedia in the learning process of Islamic religious education as a communication medium for Islamic broadcasting at SMPN 23 Palembang and its benefits. This research is descriptive, systematically describing what facts focus on reasoning based on social reality objectively. Therefore, to obtain the necessary data, the authors made observations in the field to find data to be studied. In analyzing data in the field, various data collection techniques are needed, namely observation, interviews, and documentation. Data processing uses editing, classification, and data analysis techniques. Then, conclusions and suggestions can be drawn from the data analysis results. Based on the results of data analysis, it can be concluded that the use of multimedia in learning Islamic religious education as a communication medium for Islamic broadcasting at SMPN 23 Palembang is quite good because the process of learning Islamic religious education in schools can be said to be one of the communication efforts of Islamic broadcasting. As for the benefits of using multimedia as a communication medium for Islamic broadcasting, namely 1) the use of multimedia can provide an innovative and creative presentation of Islamic religious education material; 2) the use of multimedia can describe the material concretely and make PAI learning effective and efficient.

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