Teacher Strategies in Increasing Students' Learning Interest on Multimedia based Islamic Learning at Madrasah Aliyah Luwu

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Abstract

This study aims to describe multimedia technology-based learning in increasing interest in PAI learning. This study clarifies a phenomenon and the reality by explaining the variables related to the problem under study. Researchers identified problems related to developing multimedia technology-based PAI learning media at Madrasah Aliyah in Luwu Regency. This research is qualitative. This research was conducted in six Madrasah Aliyah in Luwu Regency, consisting of Madrasah Aliyah Negeri Luwu, Madrasah Aliyah Salubanga, Madrasah Aliyah Sampano, Madrasah Aliyah Wathaniyah Belopa, Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka, Madrasah Aliyah Al-Mawatsir Padang Kalua. Sources of data in this study are classified into two types, namely primary and secondary data sources. The data collection techniques that will be used in this study are observation, interviews, and documentation. This study's data processing and analysis technique uses an interactive model proposed by Miles and Huberman. The use of multimedia technology-based learning media in PAI subjects at Madrasah Aliyah in Luwu Regency is relatively small compared to many Islamic Educators. The number of PAI teachers at Madrasah Aliyah in Luwu Regency is 17 PAI teachers, but only 3 (17.64%) use multimedia technology in the learning process of Islamic Religious Education. Increasing students' interest in learning in PAI subjects at Madrasah Aliyah in Luwu Regency for teachers who use multimedia technology-based learning media is very good. It is because the use of multimedia technology in the learning process has a significant impact on students.

Keywords: *multimedia technology, interest in learning, Islamic religious education*

Introduction

The success of education that is often highlighted is the learning outcomes of students (Masaniki, 2015). The success of students is measured by calculating the dynamics of learning outcomes periodically, both semester and quarterly (Astuti et al., 2020). To achieve learning outcomes as stated in the learning objectives, many devices are decisive, both in teachers, students, and the learning process. In education, there are always interesting things to learn and develop. It is because education holds the main key in determining the high and low quality of human resources. After all, there are always significant developments in education, both in terms of curriculum, methods, media, and physical development. It is all done because of the new awareness that emerges over time. Slameto stated that three factors from individual students could affect learning: physical, psychological, and fatigue. Physical factors consist of health and disability factors. Psychological factors include intelligence, attention, interests, talents, motives, maturity, and readiness.

The use of learning media can make it easier for students to learn PAI subjects. However, learning Media is also a vehicle for information that aims to occur in the learning process in students so that there will be changes in behavior, both in the form of cognitive, affective, and psychomotor. For this reason, accurate learning media is needed so that students feel easy and happy in learning PAI subjects at school. One solution that can be done to make it easier for students in the PAI learning process at school is to create a learning environment with an audiovisual environment, which can be created by utilizing multimedia-based learning media.

Multimedia-based learning media is an alternative that can be used in the learning process in schools for various reasons. First, the lesson will attract more students' attention. Second, the teacher can combine audio and visual at the same time. Third, it can be combined with other strategies. Fourth, students are more active and motivated in learning (Indriani, 2012; Fauzan, 2015; Nengsi, 2020; Ahmad & Munawir, 2018). Multimedia is effective and efficient teaching and learning media based on its ability to touch the five senses of sight and hearing. Multimedia learning targets the characteristics of students who have a variety of different learning styles. It will certainly have an impact on increasing student learning motivation.

A computer is a machine that is always experiencing rapid development and has been widely used in science, but it has not been maximized in the field of utilization (Akbar, 2013; Hapsari & Pamungkas, 2019). Many schools that have computer facilities are used or used only to study the field of computers. However, computers can be used in other fields. For example, computers that use multimedia software can combine text, sound, and animation as learning media, which is expected to increase student interest and understand PAI subject matter well. Computers with full features and supported by relevant software can act as multimedia, allowing students to interact actively in the learning process. The advantage of computer media is that it attracts the senses and attracts interest because it combines sight, sound, and movement in learning; using multimedia software can help students understand the concepts of the subject matter. In addition, by using multimedia-based learning media, complete animations can be made to make PAI learning materials interesting and interactive. In this study, researchers found phenomena in Madrasas. Madrasahs in Luwu Regency are schools sufficiently supported with adequate facilities, one of which is having a computer laboratory. However, the facilities that have been owned have not been optimal in their use, especially for PAI lessons through multimedia-based learning.

Based on observations in the field, it was also found that teachers are more likely to use conventional learning methods, which often arise in the learning process in the classroom. Without being accompanied by learning media to impact low student interest in learning, there does not seem to be a systematic critical attitude, logical and creative, and ineffective cooperation. The low interest in student learning appears in the learning process in the classroom that students often do not know the subject matter delivered by the teacher.

Method

This type of research is qualitative research. This research is qualitative because it clarifies a phenomenon and reality by explaining the variables related to the problem under study. Researchers identified problems related to the development of PAI learning media based on multimedia technology at Madrasah Aliyah in Luwu Regency. This research was carried out in six Madrasah Aliyah in Luwu Regency, which consisted of Madrasah Aliyah Negeri Luwu, Madrasah Aliyah Sa Lubanga, Madrasah Aliyah Sampano, Madrasah Aliyah Wathaniyah Belopa, Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka, Madrasah Aliyah Al-Mawatsir

Padang Kalua which contained elements of the school, such as students, teachers, employees, as well as supporting facilities and infrastructure for the implementation of the learning process in schools. The data in this study are all data and information obtained from informants who are considered to be the most detailed and clear about the research focus. In addition, data is also obtained from the documentation that supports the data in the form of written words and actions. Sources of data in this study are classified into two types, namely primary and secondary data sources. The data collection techniques that will be used in this study are observation, interviews, and documentation. This study's data processing and analysis technique use an interactive model proposed by Miles and Huberman, which starts with data reduction, data presentation, and conclusion drawing/verification.

Results

Use of Multimedia Technology-Based Learning Media in Islamic Education Subjects at Madrasah Aliyah in Luwu Regency

Madrasah Aliyah Negeri Luwu

Informants at Madrasah Aliyah Negeri Luwu who utilize multimedia technology-based learning media have been using learning media since 2015. He uses it based on thinking to anticipate student boredom in participating in PAI learning. In addition, the school curriculum also requires that every teacher use multimedia technology-based learning media in the learning process. However, multimedia technology-based learning media has an impact; for example, students are sometimes "noisy" watching shows because they are relatively funny. However, the teacher can overcome the noise so that students easily understand the presentation of the material, students are not bored in receiving the material, and the presentation of the material takes place effectively.

Madrasah Aliyah Salubanga

The use of multimedia technology in this school is not good enough. Findings at the research site, namely, although there have been many Liquid Crystal Displays (LCDs) installed in each classroom and subject teachers who use multimedia technology during teaching and learning activities, there is not a single PAI teacher uses technology. The multimedia. It is caused by the lack of teacher competence in using multimedia technology (LCD). The lack of multimedia technology is due to many broken LCDs and no follow-up from schools or the government. As a result, some of the LCDs in the classroom are no longer used. Because it has broken. The school is currently working on a solution to this problem. According to the researcher, the lack of teacher creativity is a logical enough reason teachers do not use multimedia technology in the learning process. It is because almost every class is provided with LCD media. Moreover, Madrasah Aliyah Sa Lubanga is quite superior in terms of quality. Apart from using multimedia technology in the learning process, the classroom atmosphere feels alive every time the researcher researches location.

The use of printed book media is very suitable in the PAI learning process in the classroom. The students were asked to open the PAI book on the page to be taught, read the material and continue with a question and answer session or discussion. After that, the conclusion of the material is continued with assessment and closing. Although the use of learning media is limited to printed book media, the study found supporting media in the form of props for the Kaaba picture to see the learning material about Hajj and Umrah. In the learning process, the size of the Kaaba and other related matters regarding the pilgrimage were explained. The method used

is lecture and discussion or question and answer. The method is seen according to the material being taught.

Madrasah Aliyah Sampano

One of the efforts made by the teacher in improving students' understanding of PAI subjects is to use multimedia technology when teaching. The technology allows students to be more focused and have more attention to the material being taught. This research took place from January 2016 to March 2016. The findings obtained were that only one of the three PAI teachers at Madrasah Aliyah Sampano used multimedia technology in the learning process of PAI subjects, namely, Mr. Jamadrasah.

The use of multimedia technology in the PAI learning process is very helpful for teachers, especially when the material needs to be shown in very interesting videos for students. Furthermore, the use of multimedia technology by the curriculum taught is quite a lot of material in which there are verses and hadiths. So teachers no longer need to write verses or hadiths on the blackboard.

In practice, Mr. Jamadrasah does not fully use multimedia technology every time he teaches. It is because the use of multimedia technology has a negative impact. Among them, sometimes students no longer write the material taught in their notebooks so that they are no longer accustomed to writing, for example, verses of the Qur'an or hadith. As a result, they cannot understand when they are dictated or told to write a verse or hadith without looking at the book. However, multimedia technology-based learning media in the learning process also has a positive impact; namely, students can be more focused, and the time used is more effective and efficient. Another interview result by Mrs. Nurdayati as a teacher in the field of Islamic Studies said; Another interview by Mr. Taufiq Mustamine, who has not had time to use the LCD because he has not been serving at Madrasah Aliyah Sampano for a long time.

Madrasah Aliyah Wathaniyah Belopa

Similar to Madrasah Aliyah Sa Lubanga, the research results at the research location found that none of the PAI teachers at Madrasah Aliyah Wathaniyah Belopa used multimedia technology in the learning process. After several times at the research site, the researchers concluded that no single teacher using multimedia-based technology in the PAI learning process and providing data from informants, in this case, students at every level, said that no PAI teacher had ever had using LCD media in the learning process. The PAI learning process at Madrasah Aliyah Wathaniyah Belopa is limited to using printed books, worksheets, and picture media. PAI books are distributed to each student and student. Each student is assigned to open on the page the material to be taught and read the material, then ask for the material that has not been understood, then the teacher explains the material that the students have not understood.

The use of picture media in the learning process at Madrasah Aliyah Wathaniyah Belopa is preceded by pictures posted on the blackboard. First, students pay attention and observe pictures about the procedures for slaughtering sacrificial animals. Next, the students read the text about slaughtering the sacrificial animal and then practiced as shown in the picture. The method used is adjusted to the material to be taught to students. Sometimes use the lecture method, discussion, question and answer, and group work.

The lack of LCDs provided by the school makes the use of multimedia technology rarely used. Moreover, some of them have been damaged, and there are quite a lot of materials that do not need LCD media as an example of increasing faith in Allah's books. Even without

multimedia technology in the learning process, student learning outcomes are quite satisfactory, far from traditional values. The interaction in the classroom caused by PAI teachers at SMA Negeri 4 feels alive, both between students and between teachers and students.

Madrasah Aliyah Islamic Boarding School Almubarak DDI Tobarakka

The next State Senior High School where none of the Islamic Religious Education teachers used multimedia-based technology in the learning process was Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka. There are two teachers of Islamic Education at Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka, both of whom use printed books and worksheets in the learning process. However, printed book media combined with lecture and discussion methods can produce interaction in the classroom, and the minimal number of LCDs in Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka causes teachers not to have time to use the media and eventually forget and lack knowledge in operating multimedia technology.

Madrasah Aliyah Al-Mawatsir Padang Kalua

The teacher's efforts to improve students' understanding of PAI subjects at Madrasah Aliyah Al-Mawatsir Padang Kalua use multimedia technology-based learning media in PAI subjects. Not only that, the teacher's efforts to improve students' understanding of PAI subjects at Madrasah Aliyah Al-Mawatsir Padang Kalua by adding tutoring outside school hours for Rohis activities. The use of multimedia technology-based learning media in PAI subjects at Madrasah Aliyah Al-Mawatsir Padang Kalua is very effective and useful in the curriculum and syllabus. Not a few PAI subject matter requires examples in the form of practicum. With multimedia technology-based learning media, it is very helpful for teachers to deliver the subject matter, simply showing slides or videos and students observing. However, without multimedia technology, there is also interaction in the classroom. Furthermore, the research results conducted by researchers are amazed by the learning method applied by Mrs. Ulfa Maria Salam, where the interaction in the classroom feels alive. Almost all students actively speak or express their opinions.

Students' Interest in Learning Through Multimedia Technology-Based Learning in PAI Subjects at Madrasah Aliyah in Luwu Regency

Learning success can be seen in students who look happy, interested, and very enthusiastic about participating in learning when multimedia technology-based media begins to operate. Even some students show that multimedia learning can foster learning motivation, and their attention can be more focused. Teachers and students can feel the results of using multimedia technology-based media in a focused manner. For teachers, multimedia technology-based media in learning can facilitate the delivery of subject matter to support the achievement of the expected competencies. For students, multimedia technology-based media in learning can increase attention to make it easier to understand the subject matter.

Madrasah Aliyah Negeri Luwu

Interest and student learning outcomes increased. Based on the research results that have been done, both by looking at documents and direct interviews with informants. Using LCD projector media shows significant learning outcomes, where students' motivation in following lessons is very good, students are more active and brave in expressing their opinions, and student learning outcomes are good.

It cannot be separated from ta teacher's performance. The informant said that LCD media by combining learning methods such as discussions and giving assignments has its charm. Moreover, the display of learning media with LCD creates a very high interest in learning.

Madrasah Aliyah Sampano

Students' interest in PAI subjects using multimedia technology is very good because they are immediately understood. Moreover, the students are enthusiastic about participating in PAI lessons because things can attract students' attention. As a result, the improvement of learning outcomes in PAI subjects using multimedia technology is very good. For example, pronouncing letters when reading verses of the Koran can imitate the sound heard through the display via the LCD. Another form of improving student learning outcomes is that many students understand when learning takes place. Furthermore, students get good grades on exams.

Furthermore, if we look at the personal documents of PAI teachers, it is proven that there was a significant influence before the use of multimedia technology-based learning media. For example, after using multimedia technology-based learning media on PAI subjects, the KKM for PAI subjects was only 75.00 and now 77.00.

Madrasah Aliyah Al-Mawatsir Padang Kalua

Student learning outcomes through multimedia technology-based learning in PAI subjects at Madrasah Aliyah Al-Mawatsir Padang Kalua are significant. The results of observations and evaluations of PAI learning reached 90.01%, which previously used multimedia, the achievements were only around 75% to 84%.

Discussion

This study discusses the use of multimedia technology-based learning media in PAI subjects at Madrasah Aliyah in Luwu Regency, namely Madrasah Aliyah Negeri Luwu, Madrasah Aliyah Sa Lubanga, Madrasah Aliyah Sampano, Madrasah Aliyah Wathaniyah Belopa, Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka.

Based on research that has been carried out for approximately three months, it shows that the use of multimedia technology-based learning media in PAI subjects at Madrasah Aliyah in Luwu Regency is carried out to increase student interest in learning, time efficiency and improve student learning outcomes. However, the use of multimedia technology-based learning media by Islamic Religious Education teachers is only a small part of Islamic Religious Education teachers who use it. There are 17 Islamic Religious Education teachers, but only three teachers (17.64%) use it. The majority of PAI teachers use printed books and other supporting media in the PAI learning process in the classroom.

Madrasah Aliyah Negeri Luwu

There are three PAI teachers at the Luwu State Madrasah Aliyah. In the PAI learning process in the classroom, two teachers use printed books and other supporting media. Due to his limitations in using multimedia technology, both in the learning process and outside the learning process. Moreover, he is old and has no desire to study multimedia technology. Nevertheless, and the results of UAS and other exams, the success rate is quite good. The following is an example of the learning stages.

Preliminary

In the preliminary stage, the teacher conditions students to study and read prayers before studying. After that, motivate students to learn the material to be delivered. Furthermore, the teacher conveys the core learning objectives.

Core

Learning activities are carried out; the teacher uses learning methods and models arranged in the lesson plans (RPP is attached on a separate page in the thesis text). Learning activities consist of; Observing (observing), questioning (asking), experimenting (collecting data), and communicating (communicating)

Closing

Encourage students to conclude, reflect, and find the values that can be learned from learning. Unfortunately, limited knowledge and old age make teachers not use multimedia technology in the learning process. However, the enthusiasm of the students in participating in PAI learning was quite good. The examples of the steps of learning activities carried out as found in the research location are as follows:

Initial activity

In the initial activity, the teacher-students greet and start the lesson by saying *basmalah* and then praying together before starting the lesson. Next, students prepare the holy book Al-Quran. Next, together read the Koran for five to ten minutes. Then the teacher briefly explains the material to be taught with the basic competencies to be achieved.

Core

In this activity, the teacher and students carry out several activities to determine the extent of students' knowledge of the learning material. This activity consists of; elaboration, exploration, and confirmation

End activities

The teacher asks the students to read once again some of the verses that have been studied. Next, the teacher asks the students to be diligent in studying the meaning and wisdom of the contents of the verses that have been studied; the teacher closes/ends the lesson by reading *hamdalah*. Then the teacher greets the students before leaving the class, and the students answer the greetings.

Madrasah Aliyah Salubanga

In this school, the use of multimedia technology is quite good. The researchers found that there were quite a lot of LCDs installed in each classroom at the research location and several Madrasah Aliyah Sa Lubanga teachers who used multimedia technology during teaching and learning activities. However, the researchers found that none of the PAI teachers at Madrasah Aliyah Sa Lubanga used multimedia technology. The researcher concludes after several times researchers at the research location, but no one teacher uses multimedia technology in teaching and learning activities. As well as several students from each level stated that none of the PAI teachers had ever used LCD media in the learning process.

Regarding this, the following are why PAI teachers at Madrasah Aliyah Salubanga do not use multimedia technology in the learning process. Among them:

Lack of multimedia technology

The lack of multimedia technology (in this case, LCD) in Madrasah Aliyah Sa Lubanga is the main cause of multimedia technology in the learning process. The lack of multimedia technology is due to many broken LCDs and no follow-up from schools or the government. As a result, some of the LCDs in the classroom are no longer used. In this case, it is already broken. The school is currently working on a solution to this problem.

Lack of teacher creativity

According to the researcher, the lack of teacher creativity is a logical enough reason teachers do not use multimedia technology in the learning process. It is because almost every class is provided with LCD media. Moreover, Madrasah Aliyah Salubanga is quite superior in terms of quality. Apart from using multimedia technology in the learning process, the classroom atmosphere feels alive every time the researcher researches the Madrasah Aliyah Sa Lubanga location. The following is an example of the learning stages carried out by one of the PAI teachers at Madrasah Aliyah Salubanga:

a. Learning begins with greetings and continues with prayer
b. The teacher attends and delivers the material, SK-KD, and the goals to be achieved
c. The teacher explains the subject matter
d. discussion
e. The teacher gives conclusions and reinforcement about the material that has been taught
f. Rating
g. The teacher gives independent assignments to do at home
h. Closing

Madrasah Aliyah Sampano

One of the efforts made by the teacher in improving students' understanding of PAI subjects is to use textbooks, picture media, and worksheets in learning. With these media, students can focus more and have more attention to the material being taught. The following is an example of using multimedia technology in the PAI learning process at Madrasah Aliyah Sampano as researchers found in the classroom. As follows:

a. Learning begins with greetings
b. Teacher greets students and attendance
c. The teacher prepares teaching materials (Content of the subject matter)
d. The teacher explains the lesson plans to the students
e. Teacher shows teaching materials
f. Students conclude the results of the show
g. Peer discussion
h. Reinforcement/Direction by the teacher
i. Lesson closed

Madrasah Aliyah Wathaniyah Belopa

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Aliyah Wathaniyah Belopa is limited to using printed books, worksheets, and picture media. PAI books are distributed to each student and student. Each student is assigned to open on the page the material to be taught and read the material, then ask for the material that has not been understood, then the teacher explains the material that the students have not understood.

The use of picture media in the learning process at Madrasah Aliyah Wathaniyah Belopa is preceded by pictures posted on the blackboard. First, students pay attention and observe pictures about the procedures for slaughtering sacrificial animals. Next, the students read the text about slaughtering the sacrificial animal and then practiced as shown in the picture. The method used is adjusted to the material to be taught to students. Sometimes use the lecture method, discussion, question and answer, and group work. The lack of LCDs provided by the school makes the use of multimedia technology rarely used.

Moreover, some of them have been damaged, and quite a lot of material that does not need LCD media is an example of increasing faith in Allah's books. However, even without multimedia technology in the learning process, student learning outcomes are quite satisfactory, far from traditional values. Furthermore, the interaction in the classroom caused by PAI teachers at Madrasah Aliyah Wathaniyah Belopa feels alive. Both between students with one another as well as between teachers and students.

Madrasah Aliyah Islamic Boarding School Almubarak DDI Tobarakka

The next State Senior High School where none of the Islamic Religious Education teachers used multimedia-based technology in the learning process was Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka. There are two teachers of Islamic Education at Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka, both of whom use printed books and worksheets in the learning process. However, printed book media combined with lecture and discussion methods can produce interaction in the classroom, and the minimal number of LCDs in Madrasah Aliyah Pondok Pesantren Almubarak DDI Tobarakka causes teachers not to have time to use the media and eventually forget and lack knowledge in operating multimedia technology.

The use of multimedia technology-based learning media by Islamic Religious Education teachers is quite frequent. The benefits of multimedia technology-based learning media are very helpful for students to understand the subject more easily than only using printed book media. However, in practice, multimedia technology-based learning media for Islamic Religious Education subjects is not always carried out; this is due to certain factors. Like the lack of media because it is damaged and other teachers also use it.

The results and interest in learning Islamic Religious Education of students using multimedia technology-based learning media are significant. It is evidenced by the study of Islamic Religious Education teacher documents before and after using multimedia technology. As well as the students' enthusiasm in the learning process in the classroom through LCDs in the form of slides, photos, and videos.

Conclusion

The use of multimedia technology-based learning media in PAI subjects at Madrasah Aliyah in Luwu Regency is relatively small compared to the relatively large number of Islamic Educators. The number of PAI teachers at Madrasah Aliyah in Luwu Regency is 17 PAI teachers, but only 3 (17.64%) use multimedia technology in the learning process of Islamic Religious Education. Increasing students' interest in learning in PAI subjects at Madrasah Aliyah in Luwu Regency for

teachers who use multimedia technology-based learning media is very good. It is because the use of multimedia technology in the learning process has a significant impact on students. During the implementation of teaching and learning activities, there are positive influences experienced by students, including:

a. Students are more enthusiastic and more enthusiastic in participating in teaching and learning activities, namely when the teacher asks students to do assignments regarding the lesson, students are eager to work.

b. Students listen carefully to the display shown by the PAI teacher in the form of a video. It makes it easier for students to understand the material because, in addition to getting a direct explanation from the teacher, students can also see directly through the visual impressions displayed by the PAI teacher.

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