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THE USE OF INTERACTIVE MULTIMEDIA ON STUDENTS' ISLAMIC RELIGIOUS EDUCATION LEARNING MOTIVATION

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ABSTRACT

Background: Learning media is a medium used in the learning process which includes teacher aids in teaching and is a means for students to receive learning messages. Interactive multimedia is a form of multimedia that is illustrated by the designer so that its appearance fulfills the function of informing messages and having interactive features for its users.
Aim: The purpose of this study was to understand the effect of using interactive multimedia on students' learning motivation in Islamic religious education subjects.
Method: The research method used was literature study and the data were generated from different relevant journal articles.
Findings: The results showed that the use of interactive multimedia can develop students' learning motivation in Islamic religious education meta lessons and can improve student learning outcomes.

KEYWORDS
Learning media, interactive multimedia, learning motivation

INTRODUCTION

Education in a good school can be seen and can be seen from a process that has been done by teachers and students in the classroom, which aims to achieve a competency in learners to follow learning. Education is a way of providing learning to learners. The enormous responsibility that a teacher has to educate his students and a teacher plays a very important role in a learning process in which a teacher must assemble all in a learning process. The use of learning media, teaching methods, and the effective and efficient assessment of learning outcomes is a component that must be owned by a teacher in the learning process that is needed directly in the field.

The learning system is the unity of the components involved in learning that aims to be the purpose of education. Thus all components in the learning system play an active role in upholding the learning objectives. This component must be owned by an educator to carry out a learning process in order to achieve the goal of learning, namely by having the right learning method and using the right learning media. The two aspects are mutually interrelated, the selection of learning methods will affect the learning media that will be used in conveying learning.

Learning is a process that occurs in the classroom that is carried out directly by teachers or educators with students, in a direct approach and interaction as a form of providing informants and students as recipients of information there are many deviations caused by several factors that cause a lack of effective and efficientness of a learning that causes a lack of interest in students in following the learning process.

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To avoid the problem, a teacher is required to have a method of conveying information that does not make students saturated and can be accepted by students. Non-boring and meaningful behavior will change the cognitive, effective and pesikomotoric nature of students little by little. In the learning process not only focuses on the delivery of theories, but also a teacher is directed to provide guidance and motivation to students in order to achieve the goals of the education.

In the delivery of learning in nature today still has some problems or obstacles in learning both from internal factors and external factors. The learning method used by teachers is still with the old method that only uses learning media by preaching and the use of PPT in which only contains text. Because of this, students become unable to be motivated and feel quickly saturated in following the learning. In this case, most cognitive messages can be conveyed to students. Though the purpose of learning not only prioritizes cognitive understanding, but also must be able to develop the ability of students to be skilled in listening, speaking, reading, and writing. From the above case, an interactive medium is needed and not only displays cognitive messages but can require learners to be active in the learning process.

Interactive multimedia contains all aspects of information delivery or good learning skills at the level of cognitive material. Interactive multimedia synchronizes things such as audio, visual, and audiovisual. Technology in learning plays an important role in the application of interactive media. There is a study that states that video games are very successful and potentially used in language learning especially Malay (Alias et al., 2015). Other research also shows that students are more active in learning when students do the learning process using multimedia. This research was conducted by kassim with the research title The Relationship Between Learning Styles, Creative Thinking Performance and Multimedia Learning Materials (Kassim, 2013).

From the two results of the study can be concluded that interactive multimedia has a big role in giving birth to student learning motivation. Interactive multimedia can be optimized or used independently by students to learn and it is expected that interactive multimedia can improve the quality of learning both from the process of learning to learning outcomes.

METHOD

The research method used was the study of literature by applying a qualitative approach. Also, this study uses data literature sources from books and journals that are directly related to those to be observed, namely by retrieving data by tracing related references digitally. Then the data collected in the display and constructed into a new concept.

RESULTS AND DISCUSSION

Interactive Multimedia Teaching Materials

Understanding teaching materials

Teaching material, there are two words, namely teaching and material. On the blog kemjur slightly mentioned about teachingmaterials. Bahan a teaching is a set of management materials that are arranged regularly and display in full the ability that will be mastered by students in educational activities. Teaching materials can require students to learn a basic ability.

Teaching Materials Function

1) Benchmark for teachers who will guide all learning activities to enrich the skills that will be taught to students
2) Benchmark for teachers who will guide the whole learning process, as well as the basis of the ability that will be studied by students.
3) Achievement improvement tools

Types of Teaching Materials

Sourced on teaching target technology can be grouped into 4 parts; printed materials such as handouts, books, modules, photos or images and browsers. Teaching materials with audio such as cassettes, radios, LPs, and compact disks. Teaching materials with audio visuals such as; vidio, compact disk, and film. CAI (Computer Assisted Instruction), Compact disk (CD) and web-based teaching materials.

Understanding Interactive Multimedia

In the early 1990s, multimedia was a fusion of text with documents and images. Vaughan (2006) explained that multimedia is a combination of reading, art, sound, animation and video delivered with a computer or laptop that is still a digital electronic item. McLoed (McLeod & Schell, 2004) explained that the word multimedia is used to describe a form consisting of hardware, other communication media software such as television, and monitors. Based on the description of the experts above can be drawn to the conclusion that multimedia is an extraordinary interactive activity, persuading those who study to follow the learning process by selecting information that can be in the presentation of media. The existence of multimedia learning behavior students can be recognized according to their type such as hearing, vision, and kinesthetic (Movement) and can choose learning tools that are appropriate to their respective behaviors (Sutopo, 2012).

Stages of Teaching Materials Development

1) The Definition section aims to define and outline learning needs by laying out material goals and limitations. Activities in the defining section are:
    a) Library parsing includes a curriculum that is done to select the things needed for the improvement of the subject matter.
    b) The breakdown of competence is done is to review the standard of ability, basic ability of the syllabus with significant theory. With this analysis can find out the main skills that students have after receiving the material.
    c) Material parsing is done to recognize, sort, and organize regularly and pay attention to each meaningful design that will be taught based on the parsing of the curriculum.
2) The Planning section of this section aims to design or conceptualize the beginning of their activities.
3) The development section of the purpose of learning device development is to create a single learning device file. Kegiatan on the upgrade section includes confirmation from experts and trials. Product improvements are done in the upgrade section to find a product that can be piloted (Jupriyanto, 2017).

Motivation to Learn

Understanding Learning Motivation

In a learning system, there is a need for motivation. Great learning motivation from a student is expected to be able to give birth to the desire of learners to assume that school is a need for him and not just as a demand for learners.

Motivation is as an internal procedure that ignites, guides, and maintains behavior from time to time, simply motivation is the process of desire, effort and purpose of something that wants to be achieved, is the definition of motivation according to psychologists (Slavin, 2011).

In general, motivation has almost the same definition. Motivation is a transformation of the spirit of vitality contained in learners who create the desire of students to try to achieve what they want to achieve, so as to make the learners always try to carry it out and end the academic task force (Hariyadi & Darmuki, 2019).

Learning Outcomes

Learning outcomes can be categorized as from skills or changes in attitude achieved through the learning process that is diverted in the form of repeat grades, exams or rapot from exploring the knowledge of a student. Therefore, students must learn optimally in order to achieve optimal learning (Popenici & Millar, 2015).

Learning outcomes can be used as a benchmark in knowing and in evaluating the learning goals. Which is made a kind of barometer in assessing the success of the assessment process, the picture of the results of seeking knowledge is evidenced by the extent to which educators or teachers, learners, learning flows, and also educational institutions have pocketed the educational goals that have been determined (Kpolovie et al., 2014). From the above exposure, it can be concluded that the results of seeking knowledge are the skills and skills of students obtained from the educational process.

Indicators of Increased Learning Motivation

In the learning process, it is necessary to increase the motivation of sisiwa learning that aims so that students can follow the learning and be able to understand the learning provided. Here are the indicators in increasing student learning motivation.

1) Have wishful thinking and dreams to succeed, i.e. students must have great wishful thinking and ideals in learning so that students do not need to be told.
2) There is determination and spirit of need in extraordinary learning
3) There are ambitions and expectations in the future, if the student has ambitions and also ideals that must be achieved so that he knows how disdling his learning needs are.
4) The existence of appreciation in learning, namely either from teachers or parents gives awards to students who can encourage students' desire to continue learning without feeling good.
5) The existence of interesting activities in learning, that is, there must be an alluring thing in the learning process that makes students not easily saturated and can understand the purpose of the lessons given, here a teacher is required to make a good learning method.
6) The existence of a conducive place, namely students will learn to the maximum and achieve the goal of learning if the surrounding environment supports him to learn, both the school environment and the environment where he lives.

Factors that affect student motivation

1) Internal factors: a) Physiological aspects of the fitness level of the organsof thebody; and b) Psychological aspects such as the abilities of the student, the intelligence of the student, and the interests of the student.
2) Externalfactors: a) The social realm; and b) the nonsocial realm.

Motivate students in learning

1) Learning using models, by using several learning models will certainly motivate students to continue to develop in creating ideas in the learning model, not only that learning using the learning model can make students not feel bored or lazy in following learning.
2) Learning Meaningfulness is a way to motivate students in learning if students know the meaning of learning will foster the student's learning spirit.
3) Interaction between learners and educators can certainly be one way to motivate shiva in learning because from here will be until the message conveyed by the teacher to students will then occur feedback.
4) Exposure from an educator must be good at alluring and can expose information in a way that is not monotonous and unique to the students.
5) Meet figures can be carried out in schools, school administrators bring in talented activists or stars to tell their success in the world of education to students, who are expected to explain the struggle from the beginning to success. It is expected that students will think and will be excited in learning.

Islamic Religious Education

Islamic education is a religious education that can be defined by an effort to teach learners about the values that have been taught by our religion, namely islam with the aim that learners can understand and master the teachings in Islam. So that they can live properly related to the purpose of Islamic religious education that they have studied until now, which can ultimately make them a person who understands the science of religion (Rafiq, 2010).

Scope of PAI

1) For the scope of Islamic religious education is the Qur'an and hadith, which emphasizes understanding and the ability to read and translate well.
2) Faith, teaching a strong understanding and belief in the religion of Islam.
3) Morals, teach them to apply and beautify how good morals are like for example to beautify how to respect or respect people older than them.
4) Fiqh worship, which is the way ofworship.

Purpose of PAI

1) PAI tries to teach and keep its students' aqidah well maintained even in pandemic conditions like this.
2) Religious education also teaches how to keep learners able to understand the contents of the teachings in the Qur'an hadith so that they are awake and not lost.

3) PAI also teaches to keep the fraternal rope despite the many differences of various ethnic groups.
4) PAI also tries to help them to keep running their ways so that they can be a good person, noble and understand their religion.
5) PAI is also a take-off to develop science and technology in Indonesia (Su'dadah, 1970).

CONCLUSION

The benefits of multimedia in conducting religious education learning play an important role because it can facilitate teachers and students in learning and can improve the quality of learners if used correctly. One is that they can expand their horizons in doing learning by learning from various internet sources that have been available within the internet. This multimedia can also help teachers in learning so that the learning process remains optimal especially in endemic conditions like this. Multimedia is also very positive for learners and teachers because it can increase their learning interest to deepen their knowledge about Islamic Religious Education.

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