

The Influence of Multimedia on Students' Religious Character in the Learning of Islamic Religious Education

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Abstract

The purpose of this study was to determine the effect of multimedia on the religious character of students in learning Islamic Religious Education in class VII SMP Negeri 2 Bengkulu Utara. This type of research is quasi-experimental research, the research method used in this study is quantitative. The data collection techniques used by researchers are questionnaires, observation sheets, and documentation. In this study there are two variables, namely Variable X (Multimedia Influence) and Variable Y (Religious Character). The research population was all students of class VII, totaling 147 students, from class VII.A to class VII.E and the sample of this study, 31 students of class VII.C as the control class and 27 students of class VII.E as the experimental class. The research results that there is influence of multimedia on the religious character of students in learning Islamic Religious Education in class.

Keywords: Islamic Religious Education, Multimedia, Religious Character

A. Introduction

Humans cannot be separated from education because it is one of the important sectors in development in every country. In Law no. 20 of 2003 concerning the National Education System in article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed by himself, society, nation and state (Syahrizal and Sugiarto, 2013). According to education expert Al-Abrasyi, education is preparing people to live perfectly and happily, to love their homeland, to be well-built physically, to have perfect morals, to have organized thoughts, to be refined in feelings, to be proficient in their work, to speak sweetly, both orally and in writing (Ramayulis, 2015). Education is a process in order to influence students so that they can adapt as well as possible to their environment and thus will cause changes in themselves so that they have a role in social life (Hamalik, 2011).

As for this context, the aim of religious education for the SMP/MTs/SMPLB/Package B level is to practice religious teachings in accordance with the stages of adolescent development; apply the values of honesty and fairness; understand the diversity of religions, cultures, ethnicities, races, and socio-economic groups; communicate and interact effectively and politely which reflects their dignity as creatures of God; adopt a clean, healthy, fit, safe life, and utilize free time in accordance with the guidance of his religion; responsibly utilize the environment as God's creatures; and respect differences of opinion in carrying out religious teachings (Yustisia, 2013).

Knowledge of the level of intellectual ability or intelligence of students will help teachers determine whether students are able to follow the teaching given, and predict the success or failure of the student concerned if he has followed the teaching given. The process of integrating religious education into learning can be done in several ways, including: (1) integrating subject matter; (2) process integration; (3) integration in choosing teaching materials; and (4) integration in choosing learning media (Gunawan, 2014). Integration in the learning process means that the teacher needs to instill values in the learning process by providing an example to students with character values.

It can be seen that learning Islamic Religious Education (PAI) in junior high school is the most important learning because this learning will lead students to become good human beings and do good deeds as well as have noble character both in the family, school environment and in society. Teachers as implementers and managers of learning in schools are required to be able to design, implement and evaluate the aspects included in learning. The scope of Islamic religious education includes harmony, harmony and balance between: human relationship with Allah SWT; human relations with fellow human beings; human relationship with himself; human relationships with other creatures and their environment (Ramayulis, 2014). The scope of Islamic religious education subject matter includes five main elements, namely: the Koran, Aqidah (faith), Shari'ah, Morals, and Dates.

Problems in the implementation of PAI subjects, one of which is that the teacher in applying learning methods has not emphasized student activity. Learning conducted by the teacher is less varied. Teachers use more lecture methods even students only take notes without using learning media. This can lead to boring learning and does not interest students in learning, so that students do not understand the importance of learning and will not be motivated to learn.

Learning activities as part of the educational process, often get some problems that become obstacles to the advancement of education. These problems include: lack of student motivation to learn, lack of application of various learning models or methods, lack of use of media in teaching and learning activities, which results in low student learning outcomes and low quality of school graduates.

To improve education the role of a teacher is needed as a medium for educators to provide knowledge according to their abilities. The role of the teacher as an educator is the role of providing assistance and encouragement, and trying so that the lessons given are always sufficient to attract children's interest (Suryobroto, 2009). In the implementation of learning, the main task of a teacher is to teach, educate and train students to achieve an optimal level of intelligence, height of character, and skills. According to the teacher and lecturer law, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Suryobroto, 2009).

Character education is not a process of memorizing exam questions and techniques for answering them. Character education requires habituation. The habit of doing good, the habit of being honest, the shame of cheating, the shame of not being disciplined, the shame of being lazy, and the shame of letting the environment get dirty. Character is not formed instantly, but must be trained seriously and proportionately in order to achieve ideal shape and strength.

Every positive character will actually refer to God's attributes contained in the 99 *asma al-husna* (good names of Allah), this *asma al-husna* must be a source of inspiration for character formulation, and according to him, of the many characters that can be emulated that there are seven basic characters, namely: honest, responsible, disciplined, visionary, fair, caring, and cooperation (Gunawan, 2014).

One of the values of character developed in schools is religious character. It is hoped that later the religious spirit within students will make life calm, always happy, successful, and full of love. In fact, at this time most students lack the character that is in accordance with the educational system law. This can be seen from the lack of religious character of students.

This also happened at North Bengkulu 2 Public Middle School in the learning process of Islamic Religious Education (PAI). From the results of initial observations on October 22, 2018, after the author conducted interviews with teachers in the PAI study area and the school principal, it was found that students lacked religious attitudes in doing school work, students were less responsible in cleaning up textbooks after finishing studying, students paid less attention to teachers who while explaining the material because the teacher only uses the lecture method and rarely uses learning media, students are also busy playing around in class and are negligent in working on the questions given by the teacher so that student learning outcomes are low, students are less motivated to carry out prayers at school (Teacher of PAI, 22 October 2018).

B. Method

The type of research used by the author is quasi-experimental research, the research method used in this research is quantitative. The experimental method can be interpreted as a research method used to seek the effect of a certain treatment on another under controlled conditions (Sugiyono, 2016). Experimental research is divided into pure experimental research and impure or mock experiments (quasi experiments) (Arikunto, 2013). In experimental research, researchers manipulate at least one independent variable, control other relevant variables and observe their impact on one or more dependent variables (Leo, 2013). The form of a quasi-experimental design is a development of a true experimental design, which has a control group but does not fully function to control external variables that affect the implementation of the experiment (Sugiyono, 2016). The following is a quasi-experimental design form, namely nonequivalent control group design:

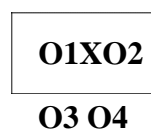


Figure 1. Nonequivalent Control Group Research Design

- | | | |
|----|--|--|
| O1 | = Grade student questionnaire scores | experiments using learning multimedia. |
| O2 | = Grade student questionnaire scores | Controls that only use audio and visual media. |
| O3 | = Class student observation sheet grades | experiments using learning multimedia. |
| O4 | = Class student observation sheet grades | controls That only use audio and visual media. |

The research locations are in class VII.C and VII.E of North Bengkulu 2 Public Middle School. The time of research is in the even semester of the 2018-2019 school year from May 22 to July 20 2019.

In order to collect data from the research field, the authors use several data collection techniques. The techniques used are as follows:

Observation

Observation is a data collection technique that aims to directly observe the object of research and this technique is to explain and detail the phenomena that occur in the field. The thing that is observed is about the religious character of students in PAI learning. Observation is the process of collecting research data where researchers and observers see the situation and research.

Questionnaire

Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the sample/respondent to answer. In this study, 31 students in class VII.C in the control class and 27 students in class VII.E in the experimental class at SMP Negeri 2 Bengkulu Utara with a total of 24 questions related to the limitations of the writer's problem, namely student responses in the use of multimedia and students' religious characteristics.

Documentation

Documentation is a method of collecting data by studying written items of various types of documents related to research such as photographs during research, student questionnaires and school profiles of North Bengkulu 2 Public Middle School

C. Results and Discussion

Homogeneity Test

To carry out a homogeneity test, data calculations were carried out to find the variance of each sample. The proposed hypothesis:

Ho: There is no influence of multimedia on the religious character of students in learning Islamic Religious Education in class VII SMP Negeri 2 North Bengkulu

Ha: There is the influence of multimedia on the religious character of students in learning Islamic Religious Education in class VII SMP Negeri 2 North Bengkulu.

To determine the t-test formula, which will be selected for the submission of the hypothesis, it is necessary to test the variance of the two samples to be homogeneous or not.

$$S_{12} = \sqrt{\frac{S_1^2 + S_2^2}{2}}$$

$$\begin{aligned}
 &= 5.15 \times 5.15 \\
 &= 26.552 \\
 S22 &= S2 \times S2 \\
 &= 3.94 \times 3.94 \\
 &= 15.524 \\
 F &= \frac{\text{Largest Variance}}{\text{Smallest Variance}} \\
 &= \frac{26.552}{15.524} \\
 &= 1.710
 \end{aligned}$$

The value of F-count needs to be compared with F-table, with dk quantifier (27-1) and dk denominator (27-1). Based on the quantifier dk 26 and the denominator dk 26, with an error level of 5%, the value of F-table is 2.12. Because F-count is smaller than F-table (1.710 < 2.12), it means that the variance is homogeneous, so the quasi-experimental analysis can be continued.

Data analysis technique

The results of the research conducted in class VII.E as an experimental class at SMP Negeri 2 Bengkulu Utara, the calculations were analyzed using a quasi-experiment, where X is the value of the questionnaire and Y is the value of the observation sheet for the experimental class.

Table 1. The Influence of Multimedia on Students' Religious Character in Learning Islamic Religious Education in Class VII SMP Negeri 2 North Bengkulu

X	Y	X ²	Y ²	XY
2258	2191	1895	1782	183676

Based on the table above, the next step is to enter the data into the "t-test" formula. The calculation results are as follows:

Looking for Interpretation of "r"

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \cdot \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{26 \cdot 183676 - (2258) \cdot (2191)}{\sqrt{\{26 \cdot 1895 - (2258)^2\} \cdot \{26 \cdot 1782 - (2191)^2\}}}$$

$$= 26,6$$

The t value above is then compared with $dk = N_1 + N_2 - 2 = 27 + 27 - 2 = 52$. With $dk = 52$, and if the error rate is set at 5%, then $t\text{-table} = 2.006$. Thus, $t\text{-count} > t\text{-table}$ ($26.67 > 2.006$) which means the working hypothesis (H_a) in this study is accepted, namely that there is influence of multimedia on the religious character of students in learning Islamic Religious Education in class VII SMP Negeri 2 Bengkulu Utara, while the hypothesis nil (H_0) is rejected.

This research began because at the time of initial observation, the authors found problems at North Bengkulu 2 Public Middle School, namely the lack of religious attitudes of students in doing school work, students were less responsible in tidying up textbooks after finishing studying, students paid less attention to the teacher explaining the material because the teacher only uses the lecture method and rarely uses learning media, students are also busy playing in class and are negligent in working on the questions given by the teacher so that student learning outcomes are low, students are less motivated to pray at school, students are also less interested with activities of a religious nature such as Islamic boarding schools, congregational prayers, fasting during Ramadan.

This study aims to determine the effect of multimedia on the religious character of students in learning Islamic Religious Education in class VII SMP Negeri 2 Bengkulu Utara.

Multimedia is media that combines two or more media elements consisting of text, graphics, images, photos, audio, video and animation in an integrated manner. Multimedia is a combination of text, art, sound, animation and video delivered via computers or other electronic and digital manipulation devices. In general, the benefits that can be obtained are that the learning process is more interesting, more interactive, the amount of teaching time can be reduced, the quality of student learning can be improved and the teaching and learning process can be carried out anywhere and anytime, and students' learning attitudes can be improved.

Based on its type, learning multimedia can be divided into: (1) Audio media is media that contains messages in auditive form (only can be heard) which can stimulate students' thoughts, feelings, attention and willingness to learn teaching materials, for example: radio, tape recorder, audio cassettes, and speakers. (2) Visual media, namely media that only rely on the sense of sight in a visual form, for example: representational images, diagrams, maps, and graphs. (3) Audiovisual media is a combination of audio and visual or what is commonly called a visual-view, which has sound and image elements, for example: sound slides, films, video cassettes, VCDs. (4) Computer-based media acts as a manager in the learning process known as Computer-Managed Instruction (CMI) as well as an additional helper in learning (Arsyad, 2015).

Religious character is an attitude and behavior that obeys in carrying out the teachings of the religion one adheres to, is tolerant of other religious practices, and lives in harmony with adherents of other religions. This religious value-based character education refers to the basic values contained in religion. Through religious studies taught about a truth from God's revelation so that each individual absolutely believes it. At school the application of religious values to children is the responsibility of the religious education teacher (Maharani and Nadiroh, 2019). Through religious education materials, religious teachers teach how to behave in accordance with the teachings of the religion they adhere to in everyday life. Instilling religious values through religious education is also one of the efforts to form religious character in students (Septiani and Rejekiningsih, 2020).

Indicators of the value of religious character (Ridwan and Ikhwan, 2021) for junior high school students, namely: being grateful for the superiority of humans as creators and rulers compared to other creatures, thanking God for being citizens of the Indonesian nation, feeling the power of God who has created various orders in the universe, feeling the greatness of God with religious diversity in the world, admire the greatness of God through various subjects in various subjects.

This type of research is quasi-experimental research, the research method used in this research is quantitative. The experimental method can be interpreted as a research method used to seek the effect of a certain treatment on another under controlled conditions. Experimental research is divided into pure experimental research and impure or mock experiments (quasi experiments). The sample is a source of data taken from a portion of the population and the conclusions can be applied to the population. In this study, the sample was class VII.E as many as 27 students at SMP Negeri 2 Bengkulu Utara.

The data collection technique in this study was in the form of direct observation carried out during the learning process during post-treatment with the data collection tool used was an observation sheet to measure the religious character of students in the application of learning multimedia in PAI learning, questionnaires were given to 27 students of class VII.E in North Bengkulu 2 Public Middle School with a total of 24 questions related to the limitations of the author's problem, namely student responses in using multimedia and students' religious character, also collecting documentation.

Previously conducting data analysis, the authors conducted a homogeneity test, with dk quantifier 26 and dk denominator 26 error level of 5%, then the price of F-table is 2.12, because F-count is smaller than F-table ($1.710 < 2.12$), it means that the variance is homogeneous, so that the quasi-experimental analysis can be continued. The t value is then compared with $dk = N_1 + N_2 - 2 = 27 + 27 - 2 = 52$. With $dk = 52$, and if the error rate is set at 5%, then $t\text{-table} = 2.006$. Thus, $t\text{ count} > t\text{ table}$ ($26.67 > 2.006$) which means the working hypothesis (H_a) in this study is accepted, namely that there is influence of multimedia on the religious character of students in learning Islamic Religious Education (Tanjung and Harfiani, 2020) in class VII SMP Negeri 2 North Bengkulu, while the hypothesis is nil (H_0) is rejected.

Comparison of the results of the student questionnaire scores in the experimental class with the class average score was 83.63, while the student questionnaire score in the control class was 78.94. Comparison of the results of the student observation sheet scores in the experimental class with the class average score was 81.15, while the student questionnaire score in the control class was 77.13.

By looking at the results of the average score of the questionnaire scores and student observation sheets from the two classes, it can be seen that the average score of students in the experimental class that uses multimedia is higher than the average result in the control class that only uses visual media and audio only.

There is an influence of providing learning multimedia on the religious character of students (Yumnah, 2021; Susilawati et al., 2021), in accordance with the theory of factors that influence religious character. Factors that influence religious character, namely: (1) Internal factors, such

as instincts or instincts, customs or habits, will or will, voice mind or conscience. (2) External factors, such as education in schools that use learning methods and media, as well as the environment.

D. Conclusion

From the results of the study, it can be concluded that the homogeneity test, with dk quantifier 26 and dk denominator 26, the error rate is 5%, then the price of F-table is 2.12, because F-count is smaller than F-table ($1.710 < 2.12$), it means that the variance is homogeny, so that the quasi-experimental analysis can be continued. The t value is then compared with $dk = N1+N2 - 2 = 27+27 - 2 = 52$. With $dk = 52$, and if the error rate is set at 5%, then $t\text{-table} = 2.006$. Thus, $t\text{-count} > t\text{-table}$ ($26.67 > 2.006$) which means the working hypothesis (H_a) in this study is accepted, namely that there is influence of multimedia on the religious character of students in learning Islamic Religious Education in class VII SMP Negeri 2 Bengkulu Utara, while the hypothesis nil (H_o) is rejected.

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