

The Use of Multimedia in PAI Learning for the Topic "Let's Pray" Among Fourth-Grade Students at UPT SDN 14 Siguntur Muda

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Keyword : The Use of Multimedia, Islamic Religious Education (PAI), Prayer**Kata Kunci :** Penggunaan Multimedia, PAI, Shalat**Abstract**

Teachers play a pivotal role in determining the success of the educational process. As educators, their primary task in Islamic education is to nurture and develop students' potential in psychomotor, cognitive, and affective domains. This role involves various activities, such as teaching, motivating, habituating, and modeling. Thus, teachers are required to possess cognitive, affective, and psychomotor skills to support the achievement of educational goals. According to Muhibbin Syah, teachers also serve as designers of instruction and evaluators of student learning potential. In the context of Islamic education, these competencies are critical in creating effective learning experiences that focus on the holistic development of students.

Abstrak

Guru memiliki peran penting dalam menentukan keberhasilan proses pendidikan. Sebagai pendidik, tugas utama guru dalam pendidikan Islam adalah mendidik dengan mengembangkan potensi siswa, baik secara psikomotor, kognitif, maupun afektif. Proses mendidik mencakup berbagai bentuk, seperti mengajar, memberikan motivasi, membiasakan, hingga memberikan contoh. Oleh karena itu, guru dituntut memiliki kemampuan kognitif, afektif, dan psikomotor yang mendukung pencapaian tujuan pembelajaran. Fungsi dan peran guru, menurut Muhibbin Syah, meliputi peran sebagai perancang pembelajaran (designer of instruction) dan penilai potensi belajar siswa (evaluator of student learning). Dalam konteks pendidikan Islam, kemampuan ini menjadi kunci utama untuk menciptakan pembelajaran yang efektif dan berorientasi pada perkembangan menyeluruh siswa.

INTRODUCTION

National Education in Indonesia is organized to educate the nation's life and shape a dignified character and civilization. Education in Indonesia refers to Pancasila and the 1945 Constitution of the Republic of Indonesia, emphasizing the importance of education as a lifelong process of cultural development and empowerment of learners. The aim of this education is to develop the potential of learners to become individuals who are faithful, pious, virtuous, knowledgeable, and responsible as democratic citizens. One effort to achieve this goal is through religious education, particularly Islamic Religious Education (PAI).

Islamic Religious Education plays a crucial role in shaping students' character and spirituality, as it not only instills Islamic values but also creates a generation with noble morals, faith, and piety towards Allah Almighty. In the Indonesian education system, Islamic Religious Education is not solely about religious knowledge but also involves the practice and deep understanding of Islamic teachings in daily life. This aligns with the view that education should encompass physical, intellectual, and spiritual aspects, as expressed by Asnelly Ilyas (1995).

However, despite these noble objectives, there are still many challenges in the implementation of PAI learning in schools. One of the challenges is the low level of student activity and motivation in attending lessons, which in turn affects their learning outcomes. This issue is evident among students at UPT SDN 14 Siguntur Muda, Koto XI Tarusan District, Pesisir

Selatan Regency, particularly in the fourth-grade PAI lessons. Evaluation results indicate that the average student achievement remains below the established Minimum Mastery Criteria (KKM).

The low learning outcomes can be attributed to several aspects of the learning process, such as unengaging teaching methods, ineffective use of learning media, and suboptimal classroom management. Teachers often face challenges in capturing the attention of students who easily get bored or lose focus during lessons. This situation affects student engagement in the learning process and ultimately impacts their academic achievement.

To address these issues, one approach that can be implemented is the use of multimedia in the learning process. Multimedia can help overcome challenges related to unclear materials or a lack of interactivity in learning. By incorporating various media such as images, videos, and audio, the learning process can become more engaging and easier for students to understand. Multimedia can also actively involve students in learning and provide opportunities for them to grasp the material in a more enjoyable and effective manner.

The use of multimedia in learning has been proven to improve the quality of education at various levels. Based on experiences in several schools, the implementation of multimedia can spark students' interest, enhance their attention to the subject matter, and ultimately lead to better learning outcomes. In the context of PAI learning, multimedia can help illustrate abstract concepts, such as the meaning and procedures of prayer, more clearly and understandably for students.

Furthermore, the use of multimedia in PAI learning is expected to create an active, creative, and enjoyable learning environment. With an enjoyable learning atmosphere, students will be more motivated to learn and participate in learning activities. This is essential for enhancing the quality of education, which should not only focus on academic achievement but also on the development of students' character and noble morals.

Islamic Religious Education in elementary schools holds a very strategic role in laying the foundation for students' character and moral development. However, to achieve this goal, the methods and media used in learning need to be updated to keep up with the times. The use of technology and multimedia in learning is a crucial step toward improving the quality of religious education in schools.

Given these circumstances, this study aims to analyze the effectiveness of using multimedia in PAI learning on the topic of "Let's Pray" in the fourth grade at UPT SDN 14 Siguntur Muda. By integrating multimedia into the learning process, it is expected to increase student activity, improve their motivation, and ultimately enhance their learning outcomes in line with the established Minimum Mastery Criteria (KKM). This study is also expected to contribute to the development of PAI teaching methods at the elementary school level in general.

The significance of this research lies in the potential of multimedia use to improve the quality of learning in the digital era, enabling students to learn in a more interactive and enjoyable way. Therefore, this study is not only relevant for students at UPT SDN 14 Siguntur Muda but also for other schools facing similar challenges in PAI learning.

METHODS

This study employs a qualitative approach using the classroom action research (CAR) method, aiming to improve students' learning outcomes through the use of multimedia in Islamic Religious Education (PAI) learning. The research design follows the model developed by Kurt Lewin, Kemmis, and McTaggart, which includes four main components: planning, action, observation, and reflection. The study was conducted in two cycles, each consisting of

clearly structured phases of planning, implementation, observation, and reflection to enhance the quality of learning.

The research was carried out in the fourth grade at UPT SDN 14 Siguntur Muda, involving 17 students, comprising 9 boys and 8 girls. The focus of this study was to improve students' understanding and skills in the topic "Let's Perform Prayer" after applying multimedia in the learning process. The use of multimedia was expected to stimulate students' interest in learning and clarify abstract concepts related to the material.

To achieve the research objectives, the researcher conducted field observations to identify initial conditions and existing problems, as well as to plan actions to be implemented in cycle I. During cycle I, the researcher applied multimedia in PAI learning, then evaluated and observed students' responses and the success of the learning process. Based on the observations from cycle I, improvements were made in cycle II with the expectation of achieving more significant learning enhancements.

To collect data, the researcher used several instruments, including observation sheets to assess the teacher's ability to plan and use multimedia during the learning process. These observations were conducted by the researcher and peers to ensure that all aspects of the learning process were thoroughly addressed. In addition, to measure the extent of students' understanding of the material taught, fill-in-the-blank tests were administered at the end of each cycle.

To strengthen the qualitative data, the researcher also used questionnaires to gather students' feedback on the use of multimedia in learning. The questionnaires aimed to determine the extent to which students felt interested, supported, and actively engaged during the learning process. Additionally, interviews with the teacher were conducted to gain insights into the management of the learning process, challenges faced, and the teacher's perspective on the use of multimedia in enhancing the quality of PAI learning.

The data analysis method involved collecting the results of observations, tests, questionnaires, and interviews, which were then analyzed descriptively. Quantitative data from students' tests were analyzed by calculating the percentage of learning mastery and comparing it with the established minimum mastery criteria. Meanwhile, qualitative data from observations and interviews were analyzed by identifying key themes related to the implementation of multimedia in PAI learning.

This study is expected to provide a positive contribution to improving the PAI learning process in fourth-grade elementary schools, particularly in terms of utilizing technology as a learning aid. The results of this study are also expected to serve as an evaluation resource for teachers in enhancing the quality of their teaching by using technology that aligns with students' needs and the material being taught.

RESULT AND DISCUSSION

RESULT

This study adopts a qualitative approach using the Classroom Action Research (CAR) method, aiming to improve students' learning outcomes through the use of multimedia in Islamic Religious Education (PAI) learning. The research design follows the model developed by Kurt Lewin, Kemmis, and McTaggart, which consists of four main components: planning, action, observation, and reflection. The research was conducted in two cycles, with each cycle involving structured stages of planning, implementation, observation, and reflection to enhance learning quality.

The study was carried out in the fourth grade at UPT SDN 14 Siguntur Muda, with a total of 17 students, including 9 boys and 8 girls. The focus of this study was on improving students' understanding and skills in the topic "Let's Perform Prayer" after implementing multimedia in the learning process. The use of multimedia was expected to spark students' interest in learning and clarify abstract concepts related to the topic.

To achieve the research objectives, the researcher conducted field observations to identify initial conditions and existing problems, as well as to plan actions for implementation in the first cycle. In cycle I, the researcher introduced multimedia in PAI learning, followed by evaluations and observations of students' responses and the learning process outcomes. Based on observations from cycle I, refinements were made in cycle II to achieve more significant learning improvements.

To collect data, the researcher utilized several instruments, including observation sheets to assess the teacher's ability to plan and utilize multimedia during the learning process. Observations were carried out by the researcher and peers to ensure all aspects of the learning process were comprehensively addressed. Additionally, to measure students' understanding of the material taught, fill-in-the-blank tests were administered at the end of each cycle.

To support the qualitative data, the researcher also used questionnaires to gather students' feedback on the use of multimedia in learning. The questionnaires aimed to determine the extent to which students felt interested, supported, and actively engaged during the learning process. Furthermore, interviews with the teacher were conducted to obtain information about the management of the learning process, challenges faced, and the teacher's perspective on the use of multimedia in improving PAI learning quality.

The data analysis involved compiling results from observations, tests, questionnaires, and interviews, which were then analyzed descriptively. Quantitative data from student tests were analyzed by calculating the percentage of mastery and comparing it with the established Minimum Mastery Criteria (KKM). Meanwhile, qualitative data from observations and interviews were analyzed by identifying key themes related to the application of multimedia in PAI learning.

This research is expected to contribute positively to improving the PAI learning process for fourth-grade elementary students, particularly in utilizing technology as an educational aid. The findings of this study are also expected to serve as an evaluation tool for teachers in enhancing the quality of their teaching through the use of technology aligned with students' needs and the learning material.

DISCUSSION

The results of Cycle I and II showed significant improvements in students' learning outcomes in Islamic Religious Education (PAI) lessons on the topic of "Understanding the Provisions of Prayer." In Cycle I, although there were some successes, such as achieving a classical mastery rate of 59%, students' learning outcomes remained relatively low, with an average score of 79. This indicates that while improvements were made, the teaching methods employed were not yet optimal. In Cycle II, with the implementation of multimedia, there was a significant increase in students' learning outcomes. The average student score rose to 89, and classical mastery reached 94%. This demonstrates that the use of multimedia in teaching had a substantial impact on enhancing students' learning outcomes.

The improvement in students' learning outcomes in Cycle II was closely linked to the more structured and varied implementation of multimedia. The use of diverse media, such as PowerPoint, images, videos, and music, allowed students to access the material in a more engaging and interactive manner. The constructivist learning theory developed by Piaget and Vygotsky suggests that learning is an active process in which students construct knowledge

through experience. The use of multimedia supports this theory by providing various stimuli that encourage students to engage more actively in the learning process, rather than passively receiving information.

In the context of multimedia learning, Mayer (2005) proposed the cognitive theory of multimedia learning, which states that information presented in multiple forms (e.g., text, images, sound, and video) can enhance students' understanding and memory retention. This was evident in Cycle II, where the integration of varied media in PowerPoint presentations, as well as the use of videos and music related to prayer, helped students grasp the material not only verbally but also through visual and auditory means. This process improved students' memory retention because the information was delivered through different cognitive channels, aligning with the principles of multimedia learning theory.

Furthermore, Deci and Ryan's (2000) Self-Determination Theory (SDT) on motivation highlights that students' intrinsic motivation increases when they are actively involved in the learning process and when the learning is relevant to their lives. In Cycle II, the use of multimedia not only heightened students' engagement with the material but also increased their interest and motivation to learn. Games integrated into the lessons served as an effective strategy to keep students focused and enthusiastic throughout the learning sessions.

The effective implementation of multimedia was also supported by Johnson and Johnson's (1994) collaborative learning theory, which states that learning involving student interactions, such as group discussions, can enhance learning outcomes. In Cycle II, the teacher organized students into groups to discuss the material after the multimedia presentations. This provided opportunities for students to share knowledge and build a deeper understanding of the material, ultimately improving their learning outcomes.

However, despite the promising results of multimedia implementation, challenges arose in grouping students. Uneven group compositions led to some groups being less effective in working together, potentially affecting the dynamics of discussions. This aligns with Vygotsky's (1978) emphasis on the importance of social interaction in cognitive development. When group composition is imbalanced, some students may not have the opportunity to engage fully in interactions, which could hinder their learning process.

Based on the analysis of pre-test and post-test data, the improvement in learning outcomes can be explained by learning theories such as Thorndike's (1913) association theory, which posits that learning occurs through connections between stimuli and responses. In this context, the varied multimedia served as strong stimuli, while students' improved understanding of prayer provisions, reflected in their higher post-test scores, represented their responses. This indicates that multimedia provided stimuli that helped students form stronger associations with the material being taught.

Additionally, Skinner's (1953) reinforcement theory suggests that games and quizzes in lessons can serve as positive reinforcement, strengthening students' learning behavior. When students correctly answered questions, they received positive feedback in the form of grades or appreciation, boosting their motivation to learn even further. In Cycle II, games incorporated as breaks provided students with opportunities to experience enjoyment and challenge, which made them more engaged and motivated to learn seriously.

The implementation in Cycle II also indicated that the use of multimedia aligns with Bandura's (1977) social learning theory, which posits that learning occurs through observation, imitation, and modeling. In this case, the teacher acted as a model, introducing and guiding students in using multimedia to learn about the provisions of prayer. Students observed and followed the steps demonstrated by the teacher through presentations, which accelerated their understanding of the material.

CONCLUSION

Based on the results obtained in Cycle I and Cycle II, the use of multimedia in Islamic Religious Education (PAI) lessons on "Understanding the Provisions of Prayer" demonstrated a significant improvement in students' learning outcomes. In the first cycle, the use of multimedia was still limited to a few media types and had not been fully effective in enhancing students' learning outcomes. However, in Cycle II, after making improvements based on the reflections from the first cycle, the more varied use of multimedia such as PowerPoint presentations with text, animations, songs, and videos successfully captured students' attention and increased their participation and learning outcomes. The average student score increased from 67 in the pre-test to 89 in the post-test, with a classical mastery rate reaching 94%. This proves that multimedia is effective in improving students' learning outcomes in PAI lessons. Therefore, the use of multimedia in PAI teaching should continue to be developed and more widely implemented among religious education teachers.

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