

Information Technology Based Learning Media In Increasing Interest In Learning Aqidah Akhlak

M. Ilyasa Ramadhan¹

¹Universitas Muhammadiyah Sumatera Utara

¹email: ramadhanailyas27@gmail.com

Abstract

This study aims to describe the application of learning media in increasing the interest in learning Aqidah Akhlak for students of MTs Aisyiyah Binjai. This type of research is descriptive qualitative research. Data is obtained through observation, interviews, and documentation. The results showed that the use of audio-visual learning media is very supportive in learning activities, especially in learning Aqidah Akhlak. The pesetas students are very motivated when the learning uses the laptop/computer media, projector/LCD, and internet speaker network. In addition, the use of learning media in MTs Aisyiyah Binjai has an important role in student learning interests, including feelings of joy and increased interest in the material. The implication of this study is that the teacher in delivering the learning material in the classroom must be clever in choosing the right media, the teacher must have creative and innovative ideas so that the learning atmosphere of students is more motivated and motivated.

Keywords:
 IT Based Learning;
 Learning Interest;
 Akidah Akhlak.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan media pembelajaran dalam meningkatkan minat belajar Aqidah Akhlak pada siswa MTs Aisyiyah Binjai. Jenis penelitian ini adalah penelitian kualitatif yang bersifat deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa, penggunaan media pembelajaran audio visual sangat menunjang dalam kegiatan pembelajaran, khususnya pada pembelajaran Aqidah Akhlak. Para peseta didik sangat termotivasi ketika pembelajaran tersebut menggunakan media laptop/komputer, proyektor/LCD, dan jaringan internet speaker. Selain itu pemanfaatan media pembelajaran di MTs Aisyiyah Binjai mempunyai peranan penting terhadap minat belajar siswa, di antaranya perasaan senang dan ketertarikan terhadap materi meningkat. Implikasi penelitian ini, guru dalam menyampaikan materi pembelajaran di kelas harus pandai dalam memilih media yang tepat, guru harus memiliki ide yang kreatif dan inovatif sehingga suasana belajar peserta didik lebih semangat dan termotivasi.

Kata Kunci:
 Media; Minat; Belajar; Aqidah Akhlak.

Received: July 9, 2023; **Revised:** August 25, 2023; **Accepted:** November 29, 2023

1. Introduction

Aqidah Akhlak education has an important role in shaping student behavior, because with Aqidah Akhlak education, students are not only directed towards achieving happiness in life in this world, but also towards happiness in life in the afterlife. With Aqidah Moral education, students are directed to achieve a balance between physical and spiritual progress, balance in the relationship between humans in social life and their environment, as well as the relationship between humans and their God. Apart from that, it is hoped that with Aqidah Moral education, students will have a high level that exceeds other creatures.

Based on observations and interviews with the Aqidah Akhlak subject teacher at MTs Aisyiyah Binjai, Aqidah Akhlak material is often presented expository. Teachers are considered the only source of learning. This causes students to be less interested and less active in learning. Apart from that, students seem bored with the Aqidah Akhlak learning model that has been applied so far. Student involvement is still lacking. The average daily test score for the Aqidah Akhlak subject is grade 6.5 (KKM 7.5) so that the study has not yet reached completeness. The learning outcomes of class VII students at MTs Aisyiyah Binjai in the odd semester report card for the 2016-2017 academic year were an average of 6.5. Meanwhile, students' standard scores must reach 7, VII. This is due to a lack of (understanding) of students' activities in applying Aqidah Akhlak at school or at home and in the community.

In the learning process the teacher also does not use interesting media. Teachers only use blackboards and textbooks. This is one of the causes of student inactivity in class. In fact, a teacher should be able to construct learning well so that students become active and enthusiastic about learning. This is in accordance with the opinion (Uzer, 2006) that learning is the core of the overall educational process. In this case, the teacher plays the main role with a series of performances and students' actions based on reciprocal relationships that take place in educational situations to achieve certain goals, where interaction or reciprocal relationships between teachers and students is the main condition for the teaching and learning process to take place.

In implementing learning, media has an important meaning, because in this activity the ambiguity of the material presented can be helped by presenting media as an intermediary. The complexity of the material to be presented to students can be simplified with the help of media. Media is used as a teaching aid, where this learning aid includes all tools that can be used to help students learn so that they can make them more effective and efficient. With these tools, it is hoped that learning will be more interesting, concrete, easy to understand, save time and energy and learning outcomes will be meaningful (Nana & Ahmad, 2007).

One of the media that can be used to foster students' interest in learning is computers. The rapid development of technology, especially computers in the current global era, has an influence on the development of the world of education. The influence of these developments can be positive or negative. A positive influence, for example, is the skill of students using computers. Various information related to science is easy to obtain and various learning media, for example PowerPoint, can be obtained easily

Furthermore, according to (Arsyad, 2014) the use of computers in Aqidah Akhlak learning can provide broad opportunities for students to increase their

activities in interactive learning, develop thinking abilities (cognitive), improve skills (psychomotor), and increase interest and motivation to learn (affective). . Such an atmosphere will certainly influence the development of students' thinking abilities and life skills.

Based on the previous description, several problems can be formulated which are the subject of discussion as follows: First, how is the Aqidah Akhlak learning media used at MTs Aisyiyah Binjai? Second, what is the interest in learning Aqidah Akhlak among class VII students at MTs Aisyiyah Binjai? Third, how do learning media apply to increase interest in learning among MTs Aisyiyah Binjai students?

Learning media is defined as anything that can be used to convey messages, stimulate the thoughts, feelings, attention and will of students so that they can encourage the learning process. Forms of media are used to enhance the learning experience to make it more concrete. Teaching using media is not just about using words (verbal symbols). In this way, the results of the learning experience are more meaningful for students (Muhammad, 2002).

Meanwhile, according to (Kustandi & Sutjipto, 2011) the main function of learning media is as a teaching aid which also influences the climate, conditions and learning environment organized and created by the teacher. The use of teaching media at the teaching orientation stage will greatly help the effectiveness of the learning process and delivery of messages and lesson content at that time. Besides arousing students' motivation and interest, learning media can also help students increase understanding, present data in an interesting and reliable manner, facilitate data interpretation, and condense information.

2. Method

This research is classified as qualitative research, namely examining social phenomena that occur naturally. In this case, the subject studied is the use of learning media in increasing students' interest in learning aqidah and morals. The object of the research is teacher creativity in the use of information technology on Islamic religious education students' learning interest. This research seeks to provide a systematic and careful description of the actual facts and characteristics of a particular population.

3. Results and Discussion

Use of Aqidah Akhlak Learning Media at MTs Aisyiyah Binjai Good learning is learning that uses the right methods and media. A teacher must have the ability to use appropriate methods and media. Based on the results of an interview with the Aqidah Akhlak teacher who taught in class VIII on February 20 2017, it can be seen that the teacher understands and masters the media well. The teacher said that he often used media such as whiteboards, markers, radio, textbooks, pictures and videos.

Furthermore, based on observations and interviews with Aqidah Akhlak subject teachers on February 17 2017, it shows that teachers use various methods and techniques in learning. The methods used by teachers include lectures, discussions and demonstrations. Meanwhile, the techniques used include: displaying videos sourced from the internet adapted to the learning theme. According to the teacher, learning should be interesting; Apart from being

varied, the methods and techniques used must also be adapted to the learning objectives to be achieved in the subject matter. The use of technology in learning media is very important.

Technology in learning is very important because it can make the learning process easier. Apart from that, having technology as a learning medium can help make the learning process more interesting and enjoyable. This is in accordance with the opinion of (Kustandi & Sutjipto, 2011) that the main function of learning media is as a teaching aid which also influences the climate, conditions and learning environment organized and created by the teacher. The use of teaching media at the teaching orientation stage will greatly help the effectiveness of the learning process and delivery of messages and lesson content at that time. Besides arousing students' motivation and interest, learning media can also help students increase understanding, present data in an interesting and reliable manner, facilitate data interpretation, and condense information.

To achieve learning goals, teachers must always be active in choosing learning methods, because students' capacity/absorption capacity is very different, there are certainly differences between one student and another. This is where teachers are required to be selective in choosing methods and using media so that students can absorb all the subject matter, especially the subjects of Aqidah Akhlak, Fiqh, SKI, Quran Hadith because these are the subjects that differentiate between madrasas and other public schools so that it can be said that the learning is successful.

The use of media with varied methods and techniques is very necessary to achieve the desired goals, namely so that learning is not boring and of course attracts attention and can increase students' interest and motivation in learning. Based on the results of observations at MTs Aisyiyah Binjai, the facilities available are quite adequate. The supporting facilities and means in the form of media owned by this madrasa are whiteboards, markers, pictures/posters, several computer/laptop units, LCD, computer room and wifi.

Based on the research results, the head of MTs Aisyiyah Binjai also said that the learning process does not have to be carried out in the classroom, it can also be done outside the classroom to utilize the surrounding environment as a place for learning. Active, creative and fun learning is one of the learning methods that can be applied by teachers. Learning activities will achieve maximum results if they are carried out by developing creative thinking abilities, as well as the ability to solve problems and utilize the classroom as an interesting and enjoyable learning environment.

Interest in learning Aqidah Morals of MTs Aiyiyah Binjai students

Based on the results of interviews with teachers and class VIII students at Madrasah Tsanawiyah Aiyiyah Binjai, it is known that the majority of students stated that they were always present and actively participating in the Aqidah Akhlak learning process at school, and this was supported by the results of interviews and documentation from the class teacher in the form of student attendance lists per semester, showing that the frequency of attendance of class VIII students is mostly always present in taking the Aqidah Akhlak subject.

The results of interviews with the majority of class VIII students and observations by looking at students' notes showed that almost all students were trying to complete their notes, because they already had a fairly complete

discussion textbook. Even so, there are still students whose records are incomplete.

Furthermore, from the observation results it is known that students' courage to ask questions and be active in discussing is quite high in the learning process, both in the form of interactive questions and answers with the teacher and group discussion forums carried out. However, there are some students who are less active in the implementation, so that is what hinders the implementation of the learning process.

Application of Aqidah Moral Learning Media

Madrasah Tsanawiyah Aisyiyah Binjai is gradually starting to use the 2013 curriculum in the field of religious studies (Quran hadith, SKI, Aqidah Akhlak, and Akidah Ahklak). The curriculum emphasizes the modern pedagogical dimension of learning, namely using a scientific approach. The scientific approach or scientific approach includes observing, asking, reasoning, trying, forming networks for all subjects. To carry out this, appropriate media is needed, such as displaying films, videos, images, or things that can be observed that are related to the subject matter of the field of study being taught. In this way, students will become more interested and interested in participating in the learning activity process to the fullest.

The Aqidah Akhlak teacher's ability to use media with varied methods and techniques can be seen from the frequent use of learning media such as VCDs, LCD/Projectors, computers and television. The use of learning media cannot be separated from a teacher's ability to use various methods and techniques, because without the methods and techniques used, learning seems monotonous and the media used is less able to provide stimulation and understanding, regardless of the form and sophistication of the media. As an example of the use of various methods and techniques by teachers in learning Aqidah Akhlak based on direct observation during the learning process, teachers use various methods such as lectures, discussions, snowballing, questions and answers, demonstrations.

In learning Aqidah Akhlak, technological learning media is needed as a tool in learning to facilitate students' understanding of the material being taught. Therefore, when using technological learning media, it is necessary to pay attention to the completeness of the media available at the school because the completeness of the facilities available in the form of learning media will influence the smoothness of the learning process. Judging from the types of media that this madrasah has, namely audio, visual, audio-visual media and computer lab, it can be said that the completeness of the facilities available in the form of learning media is complete enough to support success in learning Aqidah Akhlak.

Learning is a process that requires a pleasant atmosphere. Students will be able to learn calmly and enthusiastically. Students' enthusiasm for learning really determines learning success in the learning process. Therefore, tools or media are needed that can support the quality and enthusiasm of students' learning so that they can achieve their learning goals optimally.

The use of technology in the learning process in madrasas is currently widely used to assist teachers in delivering learning material requires supporting components through relevant media. Moral Aqidah is material that requires extra understanding, both in relation to aqidah and belief. In their learning, students will be able to maximize their understanding when the learning is carried out using

extra media, so that learning does not seem monotonous and students will be able to become more active and creative. Learning Aqidah Akhlak education which explains commendable morals towards others will be more enjoyable if presented in video form whose content is related to the material being taught. This really helps the success of the learning process carried out in class.

Students do not only experience boredom if they observe the learning method applied by the teacher. Students are required to be active in accessing information in order to find videos that are appropriate to the material being taught. Madrasah Tsanawiyah Aisyiyah Binjai has a wifi network available that can be used by students, teachers and employees. Of course, this is very useful for student learning. They are free to access the internet using the wifi network provided by the Madrasah.

The use of information technology by Madrasah Tsanawiyah Aisyiyah Binjai teachers is quite good. This is because students' interest is very high in participating in learning by utilizing information technology media. In this way, learning by utilizing information technology is very useful and beneficial for students, especially in learning Aqidah Akhlak education. Students who were initially not interested in this field of study become more motivated to learn because the learning implemented is assisted by modern tools or media, namely information technology-based media, thereby improving the quality of learning and students' interest in the field of study of Aqidah Akhlak education.

The use of information technology learning media by Aqidah Akhlak Madrasah Tsanawiyah Aisyiyah Binjai teachers is used to access additional teaching material which can be done both in class and outside of class using computer facilities or LCD/projectors. Material obtained from the internet is adjusted to basic competencies so that it does not confuse students in learning. Next, the teacher arranges the material as attractively as possible using power point media, making it easier to convey.

Gagne and Briggs (Kustandi & Sutjipto, 2011) implicitly say that learning media includes tools that are physically used to convey the content of teaching material, which consists of books, tape recorders, cassettes, video cameras, films, slides, photos, drawings, graphics, and computers. In other words, media is a component of learning resources or physical vehicles that contain instructional material student environment that can stimulate students to learn. Therefore, the main thing that should receive serious attention by educators is creating a quality learning process. To produce a quality learning process, there are many aspects that influence it. These aspects include: professional teachers, teaching methods, learning conditions and atmosphere that are conducive to learning, and the use of learning media. This shows how important media is in the teaching and learning process.

The Aqidah Akhlak teacher at Madrasah Tsanawiyah Aisyiyah Binjai utilizes various media and learning processes in the classroom and occasionally outside the classroom with the aim of increasing students' understanding of teaching material as well as good educational interactions. Apart from using technological media such as laptops and projectors, Aqidah Akhlak teachers also use other facilities for learning activities with students.

Madrasah as educational institutions must actually pay attention to the process of achieving learning objectives, and teachers as people who are responsible for teaching each subject matter to students are asked to understand

how to make it all happen. Achieving learning objectives cannot be separated from the media used by teachers, and in this era of globalization the learning media that is widely used is information technology because it is seen as more effective and efficient.

Based on data obtained from interviews conducted by researchers, the use of information technology media in increasing students' interest in learning at Madrasah Tsanawiyah Aisyiyah Binjai. The use of computers/laptops and LCDs by Aqidah Akhlak teachers is very helpful in the learning process because teachers can easily carry out learning simulations, making it easier for students to understand the material. As stated by Mrs. Asmah Arsyad as a teacher in the field of Aqidah Akhlak studies, I usually use information technology in my studies such as power points, videos, images and other media.

Teachers in implementing learning media with information technology must adapt the material to the material in the student module in the Aqidah Akhlak study area which is in accordance with the basic competencies being applied. Not all media used by Aqidah Akhlak teachers are applied, for example, using video media that contains stories, but there are some that contain demonstrations of doing something. So by watching the video shown, students can understand how to do something from the video shown.

The use of information technology media can be done by accessing the internet at school or by preparing it at home. Many teachers already have applications that can be used as a tool to access the internet, so they don't have any hassle accessing the internet, there are also wifi facilities that can be used in madrasas. Material created with the help of internet access must be well prepared. The Aqidah Akhlak teacher must be able to select the material to be taught by adapting it to the teaching material contained in the student module and not departing from the basic competencies being taught.

The material must also be designed to be as attractive and beautiful as possible, arranged using power point and equipped with sound to make it more interesting and create a more enthusiastic class atmosphere. If the material is non-verbal or in video form, then the Aqidah Akhlak teacher must choose a video that is clear to view and that is interesting and efficient with the available learning time.

The use of technological learning media in the form of computers can help in conveying material through images, video, sound, and so on with the help of an LCD projector. Information technology in the world of education is used to support the learning process, the following is the use of information technology in learning, utilizing existing multimedia facilities to facilitate activities carried out during the learning process. For example, for paper presentations, if previously presentations only used cardboard (clipping), now presentations can be displayed with an LCD projector and designed more creatively by displaying various multimedia content, such as color images, video and sound. This is in accordance with Hofster's opinion in (Suyanto, 2003) that media use is the use of computers to create and combine text, graphics, audio, moving images (video and animation) by combining links and tools that enable users to navigate, interact, create and communicate.

Before learning, of course, the teacher first prepares the learning media by designing power points and videos that are appropriate to the learning material that will be delivered so that the teaching and learning process is more

interesting. This is in accordance with the results of interviews with Aqidah Akhlak teachers

Previously, we as teachers had prepared what media devices we would use by knowing the media first. Apart from that, before we show videos, power points and slides to students.

Students' interest can increase their interest in learning, especially the subject of Aqidah Ahlak studies. This is the initial preparation carried out by the teacher in the field of Aqidah Ahlak studies, namely Mrs. Asmah Arsyad as a teacher at Madrasah Tsanawiyah Aisyiyah Binjai.

In implementing IT learning media at Madrasah Tsanawiyah Aisyiyah Binjai, it has sufficient supporting facilities and infrastructure, such as a computer laboratory and LCD projector, however, in utilizing information technology in learning, Madrasah Tsanawiyah still encounters obstacles, including the problem of funds or costs, and learning media that electronics will quickly be damaged. This was stated by Muhammad Tahir Kasim (2017):

The main obstacle is cost, because costs cannot be separated from adding more information technology facilities, and electronic goods are of course quickly damaged if many people use them.

The Madrasah Head's efforts to improve the quality of education to improve the quality of education, especially at Madrasah Tsawiyah Aisyiyah Binjai, cannot be separated from the role of teachers at the madrasah. On teachers lies the responsibility for the future of students and the future of the nation, by instilling noble basic values as the ideals of national education by forming a prosperous personality physically and mentally, which is achieved through religious education and general education. Therefore, teachers must be able to educate in various things, so that they become professional educators.

According to the Head of Madrasah Tsanawiyah Aisyiyah Binjai, the madrasah, in this case Madrasah Madrasah Tsanawiyah Aisyiyah Binjai, is expected to be able to produce alumni who can be proud of in society. Likewise with programs that make madrasahs more attractive to the public, such as activities related to religious events.

In addition, teacher development needs to be improved, teachers who excel and have innovation and creativity are an attraction for the community to enroll their children in Madrasahs. According to the Head of Madrasah Tsanawiyah Aisyiyah Binjai, things that need to be done are:

- 1) Improving the quality of material in the learning process.
- 2) Give appreciation to teachers and students who achievement
- 3) Increase in the use of methods or media.

In order to improve education, improving material needs to receive attention because the complete material provided will increase the breadth of knowledge. This allows students to carry out and apply the knowledge they have acquired properly and correctly. The material presented by educators must be able to explain what is stated in the curriculum. Educators must master the material by adding other materials or sources that are related and more current, so that students are interested and motivated to learn the subject matter.

According to the Deputy Head of the Curriculum Department, in improving the quality of education at Madrasah Tsanawiyah Aisyiyah Binjai, there are various efforts, including: In preparing the curriculum, students must pay attention to the intellectual, psychological, social and spiritual conditions, in addition to

local content material, more Prioritizes the development of students' own competencies.

Curriculum preparation is one of the factors that really supports improving the quality of education. For this reason, it is not wrong that the curriculum preparation carried out by the Deputy Head of the Curriculum Department at Madrasah Tsanawiyah Aisyiyah Binjai always pays attention to the condition of students, of course with one goal, namely that students are expected to be able to absorb learning easily and be able to apply it in everyday life.

The results of this research show that the steps taken by teachers in the field of Aqidah Akhlak studies at Madrasah Aisyiyah Binjai in the learning process using information technology show that students are very enthusiastic and enthusiastic in participating in learning, especially in learning Aqidah Akhlak in class.

4. Conclusion

Based on the research results that have been described in the discussion, it can be concluded as follows: First, the use of information technology learning media in the Aqidah Ahlak learning process at Madrasah Tsanawiyah Aisyiyah Binjai, all educators and education staff have utilized information technology, but there are several things that cannot yet be utilized effectively. maximum both online and offline; Second, the use of information technology learning media in increasing interest in learning Aqidah Ahlak MTs Aisyiyah Binjai makes students very enthusiastic about learning in class.

5. Bibliography

- Arsyad, A. (2014). *Media Pembelajaran*. rev. ed. Jakarta: Raja Grafindo Persada.
- Dalle, H. A. (2015, August 20). Wacana Bahasa Inggris Berdasarkan Keterampilan Berbahasa Kelas X Man 2 Parepare. *Al-Ishlah: Jurnal Studi Pendidikan*, 13
- Is Eka Herawati, W. S. &. (2015, October 21). Teknologi Informasi Dan Komunikasi Dalam Proses Pembelajaran. *AL-ISHLAH: Jurnal Studi Pendidikan*, 13
- Kustandi, C., & Sutjipto, B. (2011). *Media Pembelajaran manual dan digital*. Bogor: Ghalia Indonesia.
- Limjong, I. E., & Setiawan, H. R. (2022). Utilization of Audio Visual Media in Arabic Learning at SMP Rahmat Islamiyah Medan. *Maslahah: Jurnal Pengabdian Masyarakat*, 3(2), 76.
- Muhammad, A. (2002). Guru dalam proses belajar mengajar. Bandung: Sinar Baru Algensindo.
- Nana, S., & Ahmad, R. (2007). *Media Pembelajaran*. Bandung: Sinar Baru Al-Gesindo.
- Nurzannah, Ginting, N., & Setiawan, H. R. (2019). Implementation Of Integrated Quality Management In The Islamic Education System. *Proceeding International Seminar on Islamic Studies*, 1, 1–9.
- Rosnah, R. (2015). Penerapan Pembelajaran Kooperatif Tipe Teams Games Tournaments Untuk Meningkatkan Hasil Belajar Matematika Tentang

Penjumlahan Dan Pengurangan Bilangan Pada Siswa Kelas 1 SD Muhammadiyah 2 Parepare. *Al-Ishlah: Jurnal Studi Pendidikan*, 13

Setiawan, H. R. (2021). Implementation Of Tahfiz Quran Program At Smp Rahmat Islamiyah Medan. *International Conference on Multidisciplinary Sciences for Humanity in The Era of Society 5.0*, 106.

Saepudin, S. (2015). Kinerja Guru Bahasa Arab Dalam Pengembangan Bahan Ajar Pada Madrasah Aliyah Di Parepare. *Al-Ishlah: Jurnal Studi Pendidikan*, 13

Suyanto, M. (2003). Multimedia Alat Untuk Meningkatkan Keunggulan Bersaing. Penerbit Andi.

Uzer, U. (2006). Menjadi guru profesional. *Bandung: Rosda*.