



## **THE USE OF VIDEO-BASED MULTIMEDIA LEARNING MEDIA IN FIKIH SUBJECT MATERIALS OF HAJJ WORSHIP**

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### **Abstract:**

This research aims to describe the implementation of video-based multimedia in class V fiqh learning material on the Hajj pilgrimage at MI Tarbiyatul and its impact on teachers and students. This research starts from a case in learning; some teachers still need to use suitable media, so students do not understand and are less enthusiastic about learning. This research uses a qualitative approach with a case study type. Data collection techniques using observation, interviews, and documentation. The data analysis technique consists of three activities: data reduction, data display (data presentation), and conclusion drawing/verification (conclusion). The research results show that the use of video media in learning Islamic jurisprudence material on Islamic worship at MI Tarbiyatul Islam class V is excellent and efficient. This cannot be separated from the teacher's readiness in planning and applying the media and the availability of infrastructure in the educational institution. The impact of using video media for teachers includes making it easier to convey material, saving energy in explaining, and encouraging teachers to develop learning media. Meanwhile, the impact on students includes students who can focus more on learning, foster interest in the subject matter, are motivated to learn, and make it easier for students to understand the material

**Keywords:** *multimedia learning media, video, hajj*

### **INTRODUCTION**

The development of the current era can be characterized by advances in science and advanced technology. Therefore, in the learning process it is also necessary to develop new teaching methods, namely by utilizing the sophistication of this technology. Among them by using multimedia.

Multimedia-based learning media is an alternative as recommended media for various reasons, namely: lessons will attract more students' attention, teachers can combine audio and visual simultaneously, can be combined with other strategies, students are more active and motivate student learning. In addition, multimedia is an effective and efficient teaching and learning medium based on its ability to touch the various senses of sight and hearing (Ramli, 2013). Thus it can be understood that multimedia learning targets the characteristics of students who have a variety of different learning styles. This of course will have an impact on increasing student learning motivation (Kusumawati, 2012).

The concept of multimedia through seeing and hearing (audio-visual) stimuli will be more effectively used as an option in the use of learning media compared to the use of media that is only presented based on sight (visual) or hearing (audio) stimuli only. This also supports the concept of religious student learning modalities (Suseno, 2013).

However, there are still teachers who feel unresponsive in delivering material using technology, even though the media is already widely available and available in

schools such as wifi, projectors, computers/laptops, and others. One of the reasons is due to the teacher's HR factor who does not understand the use of multimedia. So that the desire to innovate and be creative is considered unnecessary. As a result, the teacher also uses conventional learning methods in the learning process with simple media. This then results in boring lessons because they are presented in a monotone, so that students are less enthusiastic about participating in learning, and of course, this results in a decrease in the level of student learning outcome

Based on observations in March 2023 at MI Tarbiyatul Islam Kraksaan, several problems were found in Fiqh learning activities, specifically in understanding the provisions of the Hajj pilgrimage. Teachers still use conventional media in the learning process, namely blackboards, and chalk, as the primary media in teaching and learning. Meanwhile, the material studied, namely the provisions of the Hajj pilgrimage, emphasizes concepts related to the place and procedures for carrying it out, so media is needed that can depict the process of this activity in real life in front of them. Therefore, it is necessary to have a learning media product that can attract students' attention to significantly contribute to learning at school, especially in Islamic jurisprudence subjects on the Hajj pilgrimage, which places more emphasis on practice.

Referring to the problem above, the solution is to use video audio-visual media as a learning medium. Audio-visual media aims to influence learning interactions carried out by teachers and students in the classroom. The role of the teacher as a transmitter of messages in the form of material is that it will be easier to convey the material to students as recipients of the message. Apart from that, audio-visual media can also support the training of habits in the use of science and technology in the world of education, which continues to develop so that insight into education becomes broader (Manshur & Ramdlani, 2020).

The aim of this research, which is also the latest in this research, is to find out the implementation of fiqh learning material for the fifth-grade Hajj pilgrimage at MI Tarbiyatul Islam using video media. This research also aims to determine the impact of learning Islamic jurisprudence material on the Hajj pilgrimage using video media for teachers and students.

## **RESEARCH METHODS**

This research uses a qualitative approach. The aim is to know, understand, and live carefully and in more depth about the implementation of PAI learning using video media and the impact of using this media for teachers and students. The results of line qualitative research emphasize meaning rather than generalization (Sugiono, 2009). One of the reasons for using this method is that it is better able to bring the researcher closer to the object being studied because the researcher directly observes the object being studied. In other words, the researcher is the primary research tool (human instrument) (Sutopo, 2002).

While the type of research is a case study, a case study is a technique that studies a particular case in detail and in-depth to help with the problem at hand. An interesting case to study because of the unique features of the case, which have meaning for other people, at least for the researcher (Morland, 1992)

This research was conducted at MI Tarbiyatul Islam school, located at Jalan Sutomo no. 54, the village of Kandangjati Kulon district. Kraksaan, Probolinggo district. This research was conducted for two months: June 2023 and July 2023.

While the research subjects were class V, MI Tarbiyatul Islam, the number of students in the class was 28 people. Consists of 12 male and 16 female students. The choice of fifth-grade students as research subjects followed the cases in the field, namely the low student learning outcomes in the Islamic jurisprudence subject of the pilgrimage with learning that still used conventional media.

Data collection techniques in this study were observation, interviews, and documentation. Observations were conducted by looking at the implementation of PAI teachers who used video media in learning. Then, interviews were conducted with the principal, PAI teacher, and fifth-grade students regarding the use of video media. The

secondary data source is the search results of school documents, including documentation archives in the form of material in the video.

The technique for analyzing research data uses the Miles and Huberman Model Analysis. According to Miles and Huberman, in this analysis, three series of activities are carried out in data analysis: Data reduction, Data Display, and Conclusion Drawing/Verification (concluding) (Milles & Huberman, 1992).

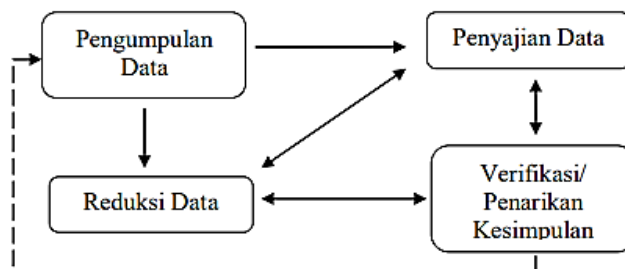


Figure 1.1. Components in data analysis

## RESULTS AND DISCUSSION

The results of using video media at MI Tarbiyatul Islam in the class V Hajj subject are as expected, making PAI learning more exciting and increasing students' learning motivation. This can be seen from observations made about the enthusiastic state of students during the learning process and students' activeness in the classroom in participating in learning and increased student achievement, shown by good test scores. The success of this business must be connected to the role of teachers and the availability of facilities and infrastructure to support learning activities in schools.

Several things can be explained from the research results based on the data collected:

### Planning the Use of Learning Video Media

Planning for the use of video media in class V pilgrimage lessons at MI Tarbiyatul Islam has been going well. This can be understood by the steps described as follows:

First, the teacher prepares a lesson plan to determine the purpose of using the video and develop the steps that will be taken so that learning runs effectively. Said the fiqh teacher who teaches material for the Hajj class V, "In preparing the lesson plan, what I think about first is the goal and then determines the learning strategy that will be used, time allocation, how to present learning media, activities after observing video content such as discussions, reports, and assignments. Other things so that students are active in learning" (Hsyim, 1st Participant, personal communication, 13 June 2003).

Second, select and determine the list of video media needed. From the teacher's interview results, it was explained that the video shown came from YouTube. Teachers use the following criteria to determine which video materials to download: 1) The video content must match the package book because you have previously studied the Hajj pilgrimage material from the package book. 2) The duration of the video is short; it is straightforward to understand. 3) Select clear picture and sound quality. Sometimes, the material is good, and the duration is correct, but the picture and sound could be more transparent, which is also not attractive.

Third, the teacher ensures the equipment for playing the video, such as a laptop, LCD projector, projector screen, active speakers, and connecting cables. Apart from that, class readiness is also taken into account from the layout of the benches and so on, "Thank God for infrastructure related to learning; it is ready here, even though it is not complete for each class" (Dra et al., 2nd Participant, 13 June 2023)

The teacher's planning in using video media above aligns with the theory of media use as presented by Arief S. Sadiman. He believes that several steps need to be taken into account in using learning media in this class, namely: First, teacher preparation: In this

step, the teacher determines the goals that will be achieved through learning media in connection with the lesson (material) which will be explained along with strategies. Delivery. Second, class preparation: This step not only prepares equipment but also prepares students for assignments, for example, so they can follow, take notes, analyze, criticize, etc. Third, presentation: presentation of learning media according to its characteristics. Fourth, follow-up steps and applications: After the presentation, there needs to be learning activities as a follow-up, for example, discussions, reports, and other assignments (Firmadani, 2020)

### **Steps for Using Learning Video Media**

Before using video media, the teacher explained the pilgrimage's contents to students at the first meeting. At the second meeting, the pilgrimage video was shown to students. Before showing the video, the teacher gives a pretest to students to test students' understanding. After finishing showing the video of the implementation of the pilgrimage, the teacher gives challenge activities that must be solved together in the discussion group. After that, students held discussions and reports followed by questions and answers with other groups. Then, the teacher provides material reinforcement. Finally, a post-test was held to evaluate student learning outcomes.

Based on observational data, interviews, and documentation regarding the use of video media in the fiqh subject at MI Tarbiyatul Islam, the steps that teachers must take in utilizing video media so that the teaching and learning process takes place in a conducive manner. It is by procedures with thorough prior planning and preparation. Organized implementation and evaluation stage as an effort to see the success of the process carried out and as a method for obtaining a response as the following follow-up material. What needs to be considered in video media is that the media used should be familiar to teachers and students, the media used can channel information understanding, and preferably, the media used can develop students' learning motivation.

### **Impact of Using Video Learning Media on Student Understanding**

From the results of interviews and documentation regarding the impact of using video media for learning Hajj jurisprudence material in class V MI Tarbiyatul Islam, it is known that the use of video-based audio-visual learning media has a significant influence on the teaching and learning process. Additionally, video-based audio-visual learning media can help students improve their understanding and obtain precise and accurate information. Video-based learning media can increase student motivation and learning achievement.

In one interview, a student responded, "My interest in learning increased after watching the video. In learning about the Hajj pilgrimage, I am more interested in learning using this video than learning where the teacher only explains it. Learning to use videos made me fantasize about being in the Holy Land. Every time I see the video in my heart, I say this is how Muslims perform the Hajj pilgrimage in Mecca." (Wahyuni, 3rd Participant, personal communication, July 23, 2023).

From the interview results, it can be explained that video-based learning media raises students' motivation to participate in the learning process. This motivation then increases students' interest in learning about the subject matter. By motivating students to learn, students are encouraged to carry out the learning process in the classroom and follow the lesson material with focus and concentration. As a result, this process positively impacts student learning outcomes.

## **CONCLUSION**

Based on the presentation regarding the use of video-based multimedia learning media in class V fiqh subjects on the MI Tarbiyatul Islam Hajj pilgrimage, it can be concluded as follows:

Video-based learning media at MI Tarbiyatul Islam was used well and increased students' understanding of the Hajj pilgrimage material. Thus, the use of video learning media is suitable for use in this learning.

The impact of using video media is not only felt by teachers and students. Using

video media can make it easier for teachers to convey material to their students. Teachers can save more energy explaining material than lecturing and using conventional media. Teachers are also encouraged to be more creative in using learning media. Meanwhile, using video media makes students more able to focus on learning because they can hear and see videos. Students' interest in the material grows, and this results in students' learning motivation increasing. So that, at the end of it all, their learning outcomes increase.

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