

The Use of Interactive Multimedia to Increase Students' Motivation and Achievement in Learning Islamic Education

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Abstract: *This study aims to analyze the use of interactive multimedia to increase student motivation and achievement in learning Islamic Education. This research uses a qualitative method. The informants of this research are the Principal, Deputy Head of Curriculum, teachers, and students. The data collection techniques used in this research are in-depth interviews, observation, and documentary studies. Qualitative data analysis used are data condensation, data display, and verifications. This research uses source and method triangulation techniques to check the validity of the data. The results of this study are: (1) Teachers develop multimedia learning videos using the material and local wisdom. The video is edited with Windows Movie Maker and Kine-master applications. The videos are used in offline and online learning; (2) Interactive PowerPoint multimedia maximizes the hyperlink feature, so that it can be combined with various other sources such as: youtube, websites, images, quizzes, animations, and others; (3) A special team designs google forms. This media is also used as an evaluation, announcement, and survey. The constraints of interactive multimedia utilization are that the internet network is not smooth, not all students have personal mobile phones, lack of parental awareness, and not all teachers can develop their google forms.*

Abstrak: penelitian ini bertujuan menganalisis pemanfaatan multimedia interaktif untuk meningkatkan motivasi dan prestasi Siswa pada pembelajaran Pendidikan Agama Islam. Penelitian ini menggunakan metode kualitatif. Informan penelitian ini yaitu Kepala Sekolah, Wakil Kepala Bidang Kurikulum, guru, dan siswa. Teknik pengumpulan data yang dilakukan dalam penelitian ini yaitu: wawancara mendalam, observasi, dan studi dokumenter. Analisis data kualitatif yang digunakan yaitu: data condensation, data display, dan verifications. Dalam penelitian ini menggunakan teknik triangulasi sumber dan triangulasi metode untuk memeriksa keabsahan data. Hasil penelitian ini yaitu: (1) Multimedia video pembelajaran dikembangkan oleh guru sesuai dengan materi serta kearifan lokal. Video tersebut diedit dengan aplikasi Windows Movie Maker dan Kinemaster. Video dimanfaatkan pada pembelajaran Luring dan Daring; (2) Multimedia PowerPoint interaktif memaksimalkan fitur *hyperlink*, sehingga dapat digabungkan dengan berbagai sumber lain seperti: youtube, website, gambar, kuis, animasi, dan sebagainya; (3) Google form didesain oleh tim khusus. Media ini juga digunakan sebagai evaluasi, pengumuman, dan survey. Kendala pemanfaatan multimedia interaktif yaitu jaringan internet tidak lancar, tidak semua peserta didik memiliki HP pribadi, kurang kesadaran orangtua, dan tidak semua guru mampu mengembangkan google form sendiri.

INTRODUCTION

Learning Islamic Religious Education by utilizing technology has changed the learning paradigm, from conventional learning to active and fun learning. Learning using multimedia can be interpreted as a medium for channeling messages using technological devices, such as computers, is expected to help overcome obstacles in the teaching and learning process. In the era of progress, the teaching and learning process is relatively easy because, thanks to the rapid development of technology and information, learning materials can be presented with animation, sound, images, not dull and dense information. In order to realize quality learning, it is necessary to take comprehensive efforts towards the teacher's ability to utilize multimedia facilities in learning.

The uniqueness of SMPN 1 Sukodono, Lumajang, despite the limited availability of educational facilities. However, the teachers there try to use multimedia independently, adjusted to the characteristics of the participants and environmental conditions so that the learning outcomes of Islamic Education obtained by students are optimal. The researcher also found that it is customary to read *Surah Yasin* and *Juz Amma* at the institution's beginning, then proceed with the lesson according to the predetermined schedule. At the time of observation, coinciding with Islamic Education learning, it appeared that the seventh-grade teacher invited his students to study in the hall because the teacher wanted to display an Interactive PowerPoint through a projector already available in the hall room. The teacher began to display the Interactive PowerPoint on the screen where several menu displays could be

clicked, including competencies, material, videos, games, and practice questions. The first slide contains the competencies that students must achieve concerning the current lesson. The second slide contains material that displays text and animation with audio related to the material being studied. Next, the teacher plays a video with supporting examples of the studied material. Then proceed with the game and end by delivering several questions.¹

The selection of multimedia in Islamic Education learning needs to be considered coherently and comprehensively and is consistent with the rules that apply in the surrounding community. The selection of Islamic Education learning media is at least adjusted to the educational objectives themselves, the material to be delivered, the availability of tools, the educator's personality, the interests and abilities of students, and the educational situation that will take place. However, not all educational institutions can use the media to convey educational information.²

Besides being able to use the available media, teachers are also required to be able to develop skills in making learning media that they will use if the media is not yet available. For this reason, Hamalik recommends that teachers must have sufficient knowledge about teaching media, which includes: (1) Media as a communication tool to further streamline the teaching and learning process; (2) The function of media in order to achieve educational goals; (3) The intricacies of the learning process; (4) The relationship between teaching

¹ Observation on Islamic Education learning at SMPN 1 Sukodono, Lumajang

² Asnawir & Basyiruddin Usman, *Media Pembelajaran*. (Jakarta: Ciputat Press, 2002), 126

methods and educational media; (5) The value or benefits of educational media in teaching; (6) Selection and use of educational media; (7) Various types of educational media tools and techniques; (8) Educational media in each subject; and (9) Utilization efforts in educational media.³

Empirically, several research findings show an interaction between learning multimedia and student motivation and achievement. Sudjana and Rivai revealed that multimedia can make learning more exciting and foster student learning motivation.⁴ Akbar argues that the benefits of learning multimedia can increase student learning motivation.⁵ Asnawir also said that the function of learning multimedia includes providing visual experiences to students to encourage learning motivation.⁶ Likewise, Putri, in her research, argued that the use of multimedia in learning Islamic Religious Education is efficient for teachers and students, fascinating in learning, and very effective for developing student motivation and achievement and can achieve learning objectives. This research produces a product in the form of multimedia that is qualified to be used after going through the validation process by several experts. Student motivation and achievement are so high when using interactive multimedia in learning because students can learn directly in an exciting way with various

media available in the form of audio, video, and quizzes.⁷

The benefits that teachers and students can feel in using multimedia are closely related to the characteristics of the media used in each learning activity process.⁸ But usually, schools rely heavily on teachers, textbooks, and supplementary printed materials to deliver learning materials.⁹ McCann explains that various types of media can be used as learning materials for students. The types of media he offers include printed materials, videos, tape recorders, multimedia, and others.¹⁰ Each of these media has its characteristics.

The use of multimedia in learning must follow the characteristics and conditions to provide significant student benefits. Ely suggests several reasons for using multimedia in learning must pay attention to objectives and content, student characteristics, teaching and learning strategies, learning group organization, time allocation, sources, and assessment procedures.¹¹ Dick and Carey revealed that to choose learning media is necessary to pay attention to the objectives of learning behaviour.

³ Omar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2001), 6

⁴ Nana Sudjana & Rivai, A. *Media Pengajaran Penggunaan dan Pembuatannya*, (Bandung: Sinar Baru, 2010), 2

⁵ Akbar, Qurrotul'ayun, Satriyani, Widodo, Paranimmita & Ferisa, *Implementasi Pembelajaran Tematik di Sekolah Dasar*. (Bandung: Remaja Rosdakarya 2016), 148

⁶ Asnawir & Usman, *Media Pembelajaran*, 20

⁷ M Putri, *Pengembangan Multimedia Interaktif Dalam Pembelajaran Tematik Subtema Keberagaman Hewan dan Tumbuhan Kelas IV SD*. Tesis tidak diterbitkan. Malang: PPs UM, 2015)

⁸ J. W. Brown, et.al. *AV Instruction: Technology, Media and Methods*. 6th edition. (New York: McGraw-Hill Book Company, 1983), 64

⁹ D.F. Salisbury, *Five Technologies for Educational Change*. (New Jersey: Educational Technology Publication, 1996), 220

¹⁰ A. McCann, "Designing Accessible Learning Materials for Learners With Disabilities and Learning Difficulties." *Australian Journal of Educational Technology*, 12(2), 1996, p. 109-120. www.ascilite.org.au/ajet/ajet12/mccann.html. Diakses pada 20 September 2022

¹¹ Sardiman, *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: Raja Grafindo Persada, 2010), 85

Concerning student characteristics and learning behaviour, interactive multimedia follows the characteristics of students and multimedia, which can become a bridge to concretize the abstract.¹²

In addition, interactive multimedia is also suitable for certain conditions to provide significant benefits for students; it can be used randomly, is constructivist, has high interactivity, fast and repetitive responses, and can control the speed of student learning.¹³ Teachers must create exciting learning as an essential element in education.

Article 12 of the Government Regulation (PP) No. 57 of 2021 on National Education Standards and PP No. 4 of 2022 on Amendments to No. 57 of 2021 states: "The implementation of learning takes place in a learning atmosphere that is: (a) interactive; (b) inspiring; (c) enjoyable; (d) challenging; (e) motivates learners to participate actively; and (f) provides sufficient space for initiative, creativity, independence under the talents, interests and physical and psychological development of learners."¹⁴

The regulation states to create interactive, inspiring, fun, challenging, and motivating students to participate actively. Media innovation is needed in the learning that is done because fun learning can increase motivation and high student achievement for students to produce quality learning products. Motivation is the key to the success of

the learning process. Therefore, teachers are required to be able to become learning innovators, especially in the use of multimedia. Based on this background, the researcher is interested in studying "*The Use of Interactive Multimedia to Increase Students' Motivation and Achievement in Learning Islamic Education at SMPN 1 Sukodono, Lumajang*"

METHOD

Following the nature and character of the problem that is the focus of this paper, this research is designed with a qualitative approach. This type of research is descriptive qualitative because it examines in detail the utilization of multimedia in learning Islamic Education. With descriptive qualitative methods, the analysis of the data obtained (in the form of words, pictures, or behavior), and not poured in the form of numbers or statistical figures but by providing exposure or description of the situation or condition under study in the form of narrative descriptions.¹⁵ This descriptive qualitative research aims to make a description, description, or painting systematically, factually, and accurately about the facts, characteristics, and relationships between the phenomena investigated.¹⁶

Location refers to the place where the research is conducted. In this case, the researcher determined the location at SMPN 1 Sukodono, Lumajang. The location was chosen with several considerations. SMPN 1 Sukodono is considered to pay enough attention and contribute to achieving educational goals, primarily related to

¹² W. Dick, and L. Carrey, *The Systematic Design Instruction*. (Glenview. Illinois: Scott, Foreman and Company, 1985), 45

¹³ Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, 86

¹⁴ Article 12 of the Government Regulation (PP) No. 57 of 2021 on National Education Standards and PP No. 4 of 2022 on Amendments to No. 57 of 2021

¹⁵ S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), 39

¹⁶ Moh. Nazir, *Metodologi Penelitian*, (Jakarta: Ghalia Indonesia, 2003), 54

multimedia in learning Islamic Religious Education. In addition, although the location of this research is in the countryside, there are utilizations made by teachers in utilizing learning media tailored to the type of material, characteristics of students, and environmental conditions.

Informants in this study include the principal as the key informant, the vice principal for curriculum, teachers, and students at SMPN 1 Sukodono. The data collection methods are the interview, observation, and documentation methods. Data analysis uses data condensation techniques, data presentation, and conclusion drawing. Meanwhile, to test the validity of the data, researchers used source triangulation and technique triangulation techniques. Source triangulation is one rechecking of the data obtained through several sources. Meanwhile, technical triangulation involves collecting data using other means or methods.¹⁷

FINDING AND DISCUSSION

The Use of Video-based Multimedia Learning

The learning videos made by teachers at SMPN 1 Sukodono have been adjusted to the objectives, the type of material taught, and the local wisdom conditions. The learning videos were recorded independently using mobile phone cameras and laptop webcams, then edited in two ways, some using the Windows Movie Maker application on computers, some using the Kinemaster application on each teacher's mobile phone.

The results of learning videos at SMPN 1 Sukodono are utilized through

Offline and Online learning so that the Learning Videos can be used in Blended Learning (combined). During offline learning, teachers share learning videos developed through the class WhatsApp Group (WAG) adjusted to the material being studied. When learning offline, teachers utilize the facilities as projectors available at school to display learning videos designed according to the needs of the material to be taught to students. Furthermore, when learning is entirely offline, the learning video is used as a supporting source to increase students' motivation and learning achievement at school and home.

Learning videos used by teachers at this school make it easier for students to understand the material and motivate students to learn. In addition, it also stimulates feedback or students' responses to the material taught, whether cognitive, psychomotor, or affective. This stimulation can support the expected learning impression.

The difficulties faced by teachers and students in utilizing multimedia learning videos at SMPN 1 Sukodono include; 1) Learning videos require projection equipment, and the school has to spend quite a lot of money to buy a projector as a learning video projection tool; 2) Limited internet quota and internet networks that are often interrupted when needed to collect materials made for videos; and 3) The cellphone used to edit learning videos cannot fully support the Kinemaster application, so the teacher must borrow another cellphone to edit it.

The research findings show that teachers have been able to independently develop learning videos tailored to learning objectives, materials, local wisdom, and

¹⁷ Sugiyono. "Metode Penelitian Kualitatif". Bandung:Alfabeta. 2018. 369

environmental conditions. These findings are in line with what is revealed by Azhar Arsyad (2010), who explains that in making learning videos, teachers need to pay attention to the criteria for selecting learning video media, namely clear and neat, attractive, suitable for the target, relevant to the topic being taught, under learning objectives, practical, flexible, good quality, and following the situation or conditions in the surrounding environment.¹⁸

Making learning videos is done through the following stages: (1) Preparing materials and supporting materials; (2) Preparing tools and applications for making learning videos; (3) Preparing Green Screen or green screen; (4) Recording the material taught using a cellphone camera or laptop webcam; (5) Editing videos using the Windows Movie Maker application on a computer or the Kinemaster application on a cellphone.

Furthermore, Wirasamita and Faddillah also explained that several applications can be used to design learning videos such as: Camtasia Studio, Movie Maker, Kinemaster, Macromedia Flash, Sparkoll Videoscribe, and Movavi, among others. Video media created or modified by the teacher is then shared with students. Teachers can share it on the WhatsApp application, Google Classroom, or educator social media. This media is innovation and renewal in education by utilizing current technology.¹⁹

The results of the learning video are utilized through offline and online learning so that the learning video can be used in Blended Learning (combined). When learning Online, teachers share learning videos made through the class WhatsApp Group (WAG) adjusted to the material being studied. Meanwhile, when learning offline, teachers utilize the facilities as projectors available at the madrasah to display learning videos designed according to the needs of the material to be taught to students. Moreover, when learning is entirely offline, learning videos are used as a supporting source to increase students' learning motivation at the madrasah and at home.

This result is under what was revealed by Parlindungan et al. (2020), that the Online learning system (in the network) is a learning system without direct face-to-face between teachers and students but is carried out online using the internet network. Therefore, teachers must be able to design learning media as an innovation by utilizing online media, one of which is learning videos.²⁰

Meanwhile, when learning offline, Wirasasmita et al. (2017) said that video learning media can help and facilitate the learning process for students and teachers. Students can learn first by listening and absorbing learning material more thoroughly. Thus, the teacher does not have to explain the material repeatedly so that the learning process can occur more

¹⁸ Azhar Arsyad. *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2010), 23

¹⁹ Wirasasmita, R. H., & Putra, Y. K. (2018). Pengembangan Media Pembelajaran Video Tutorial Interaktif Menggunakan Aplikasi Camtasia Studio dan Macromedia Flash. *Edumatic: Jurnal Pendidikan Informatika*, 1(2), 35-43; A. Fadillah & Bilda, W. (2019). Pengembangan Video Pembelajaran

Berbantuan Aplikasi Sparkoll Videoscribe. *Jurnal Gantang*, 4(2), 177-182

²⁰ Doby Putro Parlindungan, Galang Pakarti Mahardika, Dita Yulinar, (2020), "Efektivitas Media Pembelajaran Berbasis Video Pembelajaran dalam Pembelajaran Jarak Jauh (PJJ) di SD Islam An-Nuriyah" *Prosiding Seminar Nasional Penelitian LPPM UMJ*, 2020; <http://jurnal.umj.ac.id/index.php/semnaslit>

interestingly, effectively, and efficiently.²¹

The findings show that the obstacles to utilizing learning videos include; 1) Videos require projection equipment, and the madrasah has to spend quite a lot of money to buy a projector as a learning video projection tool, 2) Limited internet quota and internet networks that are often interrupted when needed to collect materials made for videos, and 3) The cellphone used to edit learning videos cannot fully support the Kinemaster application, so the teacher must borrow another cellphone to edit it.

The same findings were also revealed by Sadikin and Hamidah (2020), who revealed that teachers often face obstacles when implementing learning using learning video media are problematic cellular signals. Cellular signal problems are the most complained about problems in the implementation of learning.²² Exhausted quota is also a problem because only a few teachers can afford to buy credit or internet quota. Slow devices and several other obstacles when implementing learning using learning video media are also an obstacle.²³

Associating with the grand theory used in this study, it seems that the research findings on the use of multimedia learning videos at SMPN 1

Sukodono are in line with one of the principles presented by Richard E. Mayer (2009), which states that students can learn better from animation, narration, as well as audio explanations than just from animation printed on the screen. Mayer suggests narrating (adding an explanatory voice) text and animation (motion) rather than presenting printed text on the screen (static).²⁴ Therefore, in the development of multimedia learning videos, visual and audio channels must be used in a balanced manner.

The Use of Interactive PowerPoint - based Multimedia Learning

The design of interactive PowerPoint multimedia in learning Islamic Education material at SMPN 1 Sukodono is left to each teacher, who is adjusted to the material taught and examples based on local wisdom. In the process of making this interactive PowerPoint, the teacher maximizes the hyperlink feature that has been provided in the PowerPoint menu so that the text on the slides displayed during learning can be connected or synchronized with various other learning resources such as videos, YouTube, websites, images, quizzes, and animations. The features and displays delivered to students become more exciting and fun.

The use of interactive PowerPoint is used to deliver material as well as evaluate learning. Because the interactive PowerPoint application is equipped with complete and exciting features in one lesson, it can convey a series of materials that students must understand and is complete with evaluation. The use of interactive PowerPoint makes learning more exciting and fun because it can present

²¹ Rasyid Hardi Wirasasmita, Yupi Kuspani Putra. Pengembangan Media Pembelajaran Video Tutorial Interaktif Menggunakan Aplikasi Camtasia Studio Dan Macromedia Flash. *EDUMATIC: Jurnal Pendidikan Informatika*; Vol. 1, No. 2, 2017, 36

²² Ali Sadikin & Afreni Hamidah. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *BIODIK: Jurnal Ilmiah Pendidikan Biologi*. 6 (2): 214-224

²³ Nova Eli Herani, Pemanfaatan Video Pembelajaran Pada Mata Pelajaran Tematik Terpadu di Sekolah Dasar saat Pandemi Covid-19, *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi*. Vol. 1 No. 1, 2021, 58-59

²⁴ Richard, E. Mayer, *Multimedia Learning*, 197

games in learning. In addition, interactive PowerPoint can also be used for practice questions and drilling because the material can be played repeatedly. Therefore, the teacher designs it in such a way as to combine a variety of images, text, videos, and quizzes that can be interactive. So, students understand it more efficiently and concretely because they do not just imagine it.

The interactive PowerPoint multimedia in this school has been designed to be as attractive as possible to increase student motivation and learning achievement. For this reason, the media needs to have an artistic appearance. In addition, this interactive PowerPoint provides complete learning facilities for students because it can display text, images, animation, sound, video, and quizzes that make students more interested in observing it and can be used repeatedly.

The utilization of interactive PowerPoint multimedia has several obstacles or barriers, namely; 1) Not all materials can be delivered with this media, 2) Special skills are needed to design interactive PowerPoint designs that can attract student motivation and achievement, and 3) Require more time and preparation to display more complicated animations. Therefore, each teacher should be able to maximize the advantages of this media and work around the obstacles to achieve maximum results.

The Interactive Powerpoint multimedia design here is developed through the following stages: (1) Creating an opening display and creating an interactive media title; (2) Creating the main menu of the media; (3) Creating a learning objectives menu; (4) Creating a display of learning materials; (5) Creating a video

display; and (6) Creating a display of practice questions / Quiz. In making this interactive PowerPoint, the teacher maximizes the hyperlink feature to connect between material slides, videos, websites, images, quizzes, and animations.

This finding follows the opinion of Muniroh, Trisniawati, and Utaminingsih (2021) that one of the advantages of interactive PowerPoint multimedia is that it is equipped with various tools such as Text Art, Image Import, Animation Import, Video Import, Hyperlink, and Slide Master. Text art is used to write explanations on the material to be studied. Image import is used to add images that match the existing learning material. Animation import helps add animation so that students are energized when viewing the material presented. Video import helps insert videos related to learning. A hyperlink helps make the buttons provided move as planned by the media maker. Slide master is used to make the initial design of the media that will be made.²⁵

One of the findings of this study also shows that interactive PowerPoint multimedia made by teachers at SMPN 1 Sukodono combines basic competencies, learning objectives, instructions, materials, videos, quizzes, and entertainment elements. This interactive PowerPoint multimedia is equipped with interactive buttons so that students can click themselves or can interact directly with what is presented in this multimedia. This interactive button is relevant to what Munir said; In a multimedia application, multimedia users can control existing elements to choose

²⁵ Muniroh, Trisniawati, Utaminingsih, *Pengembangan Media Powerpoint Interaktif*, 133

what they want for the following process.²⁶

The research findings show that the utilization of interactive PowerPoint at SMPN 1 Sukodono District is used to deliver material and evaluate learning through quiz. Teachers display Interactive PowerPoint through a projector in the classroom, which contains several menu displays that can be clicked, including competencies, materials, videos, games, and practice questions.

The scope of material presented in interactive PowerPoint multimedia is adjusted to the subject matter. It is by the core competencies, basic competencies, indicators, and learning objectives that have been designed and materials tailored to the characteristics of students and local wisdom. This idea aligns with Munadi's (2013) opinion that good learning media content is by the curriculum and is used to develop basic competencies that students must master. The program's content must provide the cognitive experience (knowledge) that students need.²⁷

In addition, interactive PowerPoint multimedia at SMPN 1 Sukodono District also contains exercises and evaluations accompanied by an answer key automatically so that it can measure and show the extent to which students understand the material taught. The exercises and evaluation questions have been adjusted to the indicators and material presented. M. Arsyad (2010) says exercises can improve skills or strengthen concepts,²⁸ and

this is under what Susanto et al. (2014) stated that what needs to be considered in multimedia is the suitability of the evaluation with the indicators and the clarity of the instructions for doing the questions so that it can measure student completeness in achieving the learning objectives that have been formulated.²⁹

The language used in interactive PowerPoint multimedia at SMPN 1 Sukodono is Indonesian, which is commonly known and easy to understand. Munadi (2013) revealed that the language used in public or mass communication only uses commonly known and easy-to-understand language.³⁰

The interactive PowerPoint multimedia material is also equipped with animation, narration, emojis, and audio that can entertain students. In addition, the material is presented in stages. Students are required to complete the exercises in material 1 (level 1) to be able to study material 2 (level 2). Students are required to complete the exercises in material 2 (level 2) to take the evaluation (level 3). This material is intended so that students better master the material presented to achieve predetermined competencies. The presentation of this material follows the format expressed by Ariani and Haryanto (2010); namely, the multimedia presentation format is designed so that users can read, interpret, and absorb the material taught, and a series of questions or tasks are asked. If the answer or user response is correct, proceed with the following material. If the answer or user response is wrong, then the user must repeat

²⁶ Munir. *Multimedia Konsep & Aplikasi dalam Pendidikan*. (Bandung: Alfabeta, 2012), 19

²⁷ Yudhi Munadi. *Media Pembelajaran; Sebuah Pendekatan Baru*. (Jakarta: Gaung Persada Press Group, 2013), 153

²⁸ Arsyad. *Media Pembelajaran*, 160

²⁹ Ahmad Susanto. *Teori Belajar dan Pembelajaran di Sekolah Dasar*, (Jakarta: Kencana Prenada Media Group, 2014), 67

³⁰ Munadi, *Media Pembelajaran*, 77

understanding the concept as a whole or in certain parts only (remedial).³¹

Sadiman (2014) emphasizes that good learning multimedia is an exciting presentation technique.³² According to Susanto (2014) the animation in the interactive learning multimedia developed must be attractive so that it can make it easier for students to understand the material.³³ Based on this, the use of images, videos, animations, and audio in this Interactive PowerPoint multimedia is adjusted to the needs so that it can support in presenting material and make it easier for students to understand the material and so as not to interfere with concentration when using this multimedia, so that students will not feel bored in learning.

Based on the study's results, it was also found that the utilization of interactive PowerPoint multimedia at SMPN 1 Sukodono District experienced several obstacles or barriers, namely; 1) Not all materials can be delivered with this media, 2) Special skills are needed to design interactive PowerPoint designs that can attract student motivation and achievement, and 3) It takes more time and preparation to display more complicated animations. Therefore, as Sanaky (2009) suggested, a teacher should be able to maximize the advantages of Interactive PowerPoint media and work around its

weaknesses to achieve maximum expected results.³⁴

Based on the results of research and discussion, it can be concluded that using interactive PowerPoint at SMPN 1 Sukodono, teachers maximize the hyperlink feature provided in the PowerPoint menu so that the text on the slides displayed during learning can be linked to various other learning resources such as YouTube, websites, images, quizzes, and animations. Thus, this utilization can be used for material delivery and learning evaluation. It can also support learning that stimulates students to be more active and creative because it is presented attractively according to students' character and learning style, making learning more lively and optimal. In addition, interactive PowerPoint supports Islamic Education learning. It stimulates students to be more active and creative because it is presented attractively according to their character and learning style, making learning more lively and optimal. In addition, the material examples are also adapted to the local wisdom in their surrounding environment.

Associated with the grand theory used in this study, it appears that the research findings on the use of Interactive PowerPoint Multimedia at SMPN 1 Sukodono District are also in line with one of the principles revealed by Richard E. Mayer (2009) that students can learn better from words and illustrations than from words alone. The illustrations in question include static illustrations such as: pictures, diagrams, graphs, maps, photos, and dynamic illustrations such as animation and video.³⁵ So, if the learning multimedia developer wants

³¹ Ariani N., & Haryanto D. *Pembelajaran Multimedia di Sekolah: Pedoman Pembelajaran Inspiratif, Konstruktif, dan Perspektif*. (Jakarta: Prestasi Pustaka, 2010), 28

³² Arif S. Sadiman, et.al. *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. (Jakarta: PT. Raja Grafindo Persada, 2014), 81

³³ Susanto. *Teori Belajar dan Pembelajaran di Sekolah Dasar*, 69

³⁴ Sanaky, *Media Pembelajaran*, 57

³⁵ Richard, E. Mayer, *Multimedia Learning*, 93

to increase understanding and improve the quality of multimedia design, the multimedia presentation should combine two words (text) followed by a presentation of images (illustrations).

The Use of Interactive *Google Form*-based Multimedia Learning

The design of making Google forms in learning Islamic Education at SMPN 1 Sukodono District has a team of teachers tasked explicitly with assisting in making Google forms. When there is an evaluation, survey, or information the school wants to convey to students, it is conveyed through Google Forms. However, when used for tests or evaluations, the teacher usually deposits the material, and then the team designs the Google form.

The form of questions teachers utilize is Multiple Choice, Essay, and Portfolio, which are all combined in the Google form link. Evaluation instruments in the form of multiple choices are usually presented in writing on HVS paper. However, the teacher has modified it into an online test form based on the Google form. The observation results found that the form of multiple-choice tests through Google Forms is more efficient and flexible so that under any conditions, students can fill it in without having to leave the house and not having to stick to a particular time.

In addition, teachers also utilize Google form as a survey to find out the motivation and interest of students related to the learning that has been learned. Google form is also used as a medium to deliver announcements, criticism, and suggestions related to the learning that has been carried out between teachers and students. So that information that the school, teachers,

students, and parents want to know can be conveyed quickly.

Students argue that all teachers have completed the learning evaluation using the Google form feature. Learners can follow the evaluation well by filling in or operating the Google form. Most learners can also participate in the evaluation independently without help from parents. Learners argue that the questions given by the teacher become more practical and easy to do. They said that applying the utilization of evaluation using Google form was fun.

Difficulties developing Google forms include internet networks that are sometimes less supportive, not all students have personal cellphones, lack of awareness of parents to guide their sons when doing homework at home, and not all teachers can develop Google Forms themselves.

The research findings show that in designing Google forms at SMPN 1 Sukodono, a team of teachers is specifically tasked with assisting in making Google forms. However, the development of questions to be included in the Google form is still made by each teacher. It is revealed by Akhmad Riadi (2017) that teachers must be able to compile test and non-test instruments, make decisions for their students' position, and determine whether their mastery expectations have been achieved optimally or not. The ability that the teacher must possess then becomes a routine activity, namely making tests, taking measurements, and evaluating their students' competence so that they can determine the following learning policy.³⁶

³⁶ Akhmad Riadi, Kompetensi Guru dalam Pelaksanaan Evaluasi Pembelajaran, *ITTIHAD: Jurnal Kopertais Wilayah XI Kalimantan*, Vol. 15 No.2, 2017, 52-67

In learning Islamic Education at SMPN 1 Sukodono, Google form is used as one of the evaluation tools. Teachers must indeed carry out evaluations or assessments of students for the learning that is carried out. Arifin said the function of evaluation is to understand the condition of students, understand the level of readiness of students in carrying out the program, support teachers in providing guidance, and provide records on students' progress.³⁷

Evaluation results can be used as a benchmark to ensure further learning. In applying the Blended Learning model as it is today, learning evaluation can be done online. One media that can be utilized for online evaluation is Google form. Google form is a feature used to create practice questions online, a Google Docs service provided for free by Google.³⁸ SMPN 1 Sukodono, as one of the schools, utilizes the Google form feature in implementing learning, especially for learning evaluation. The utilization of the Google form feature aims to keep students learning and evaluating, especially when at home. In addition, utilizing Google form features also meet global challenges and the development of science and technology.

Google form is used by SMPN 1 Sukodono teachers to conduct online evaluations or assignments to be done at home (homework). This evaluation requires teachers to be able to carry out evaluations even though they are not carried out directly while in the

classroom at the school. Wulandari et.al., (2019) states that the Google form feature is an application provided free of charge by Google to make practice questions online.³⁹

Teachers utilize the Google form feature to support evaluation activities so that evaluation activities are more varied, like learning evaluations in general. This Google form has a function to provide questions for students to carry out online evaluations. In addition to learning evaluations, google forms are also used as announcements, surveys related to school services, surveys to find out the talents and interests of students, and a medium for submitting criticism and suggestions related to learning.

The findings align with the opinion of Lestari & Putra (2020), that in Google form there is an automatic calculation system as feedback to students so that teachers do not need to calculate the results of student learning assessments manually. Google form can also be used for surveys and the like and as an online exam.⁴⁰

Andrian Widhianto (2021) said that Google form is an application in the form of a form template or worksheet that can be used independently or together to obtain user information. Google form is a helpful tool to help conduct surveys, questionnaires, quick count opinions, and quizzes and efficiently collect accessible information.⁴¹

³⁷ Z. Arifin. *Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur*. Bandung: Remaja Rosdakarya, 2009, 12

³⁸ Wulandari, P., Maswani, M., & Khotimah, H. "Google Form Sebagai Alternatif Evaluasi Pembelajaran di SMAN 2 Kota Tangerang." *Prosiding Seminar Nasional Pendidikan*, FKIP UNTIRTA, 2019, 421

³⁹ Wulandari, Maswani, & Khotimah, 423

⁴⁰ Lestari, W. I., & Putra, E. D. (2020). Efektivitas Pembelajaran Matematika Menggunakan Media Pemberian Tugas Google Form Di Masa Pandemi Covid-19 Terhadap Hasil Belajar Siswa. *Laplace : Jurnal Pendidikan Matematika*, 3(2), 129-141. <https://doi.org/10.31537/laplace.v3i2.379>

⁴¹ Widhianto Andrian, (2021). Analisis Penggunaan Media Google Form Terhadap Efektivitas Pembelajaran Dimasa Pandemi Covid- 19 Kelas III SDN 3 Gondang. Thesis, STKIP PGRI Pacitan.

Marlina & Sari (2020) also stated that the functions of Google form include: (1) Provide assignments or exercises online. The application used is the Google form. Teachers only need to create questions made through google form after that share the link via Whatsapp Group; (2) Collect other people's opinions or opinion surveys; (3) Through Google form can also collect student data; (4) Announcements and registration via google form online.⁴²

The teacher conducts an evaluation to measure how far the students' understanding of all the material that the teacher has given. The purpose of this evaluation is also stated by Wulan, Elis, & Rusdiana (2015), namely the purpose of an evaluation is summing up; evaluation is used to describe the abilities of students who are adjusted to their abilities.⁴³

In learning evaluation activities, some changes, such as evaluation activities, evaluation instruments, and evaluation reports, are also modified to suit current learning conditions, namely under the Blended Learning model (Offline and Online) as it is today. Following what has been described, the Google form evaluation includes several questions:

1. Multiple-choice Question

In general, evaluation instruments in multiple-choice are presented in writing on HVS paper. However, teachers have modified it into an online test form based on Google form. The results showed that this form of multiple choice test

through Google form is more efficient and flexible, so under any conditions, students will be able to fill it in without having to leave the house, without having to prepare various writing utensils, and without having to stick to a particular time.

Based on this explanation, online tests using Google form are more flexible and not driven by time, except when in a class exam situation. Furthermore, based on the research findings, there is no particular paid application used by teachers in modifying the Google form test, or in other words, there is no particular application created by the madrasah to accommodate this form of evaluation. The application teachers use for the evaluation form in the form of multiple-choice tests uses the Google form feature only.

2. Essay Question

The research findings show that teachers also use essay tests in evaluating student learning outcomes using Google form. Essay tests measure students' ability to express ideas and their ideas related to the problems presented by the teacher.

The findings show that the essay test can also improve students' critical thinking skills, where students are not limited to understanding but can think critically. So that it is not only limited to being able to answer questions but identifying problems and providing solutions to the problems presented. In this case, modifying the type of essay test presentation uses the Google form feature combined with images and videos.

3. Port-folio

The research findings show that portfolios are also used in learning assessment. This assignment is carried out within about one week, and the results are then photographed and

⁴² Marlina, S., & Sari, N. L. (2020). Pelatihan Model Pembelajaran Jarak Jauh Berbasis Google Form Sebagai Media Pembela. KOMMAS: Jurnal Pengabdian Kepada Masyarakat, 1(2), 42-46

⁴³ Wulan, R., Elis, & Rusdiana, A. (2015). Evaluasi Pembelajaran. Bandung: Pustaka Setia

sent through the "upload" feature on Google form. Portfolios assess learning outcomes and the learning process; even in this form of a test, it appreciates the continuity of the task process.

These findings align with the expression of Batubara (2016); one of the advantages of making assessments in learning using Google form is having various types of tests that are free to choose from. This application provides test selection facilities that are free to use according to user needs, multiple-choice answers, short answers, description/essay answers, portfolio uploads, checklists, pull-downs, linear scales, and adding images and YouTube videos to the Google form.⁴⁴

Kartono (2020) also said that google form provides several features or facilities, such as designing online forms for quizzes or daily tests with various forms of questions; Google forms can be modified using attractive templates, making it easier to share Google forms that have been made with students using website links, and attaching online test or exam forms that have been made in WA or telegrams.⁴⁵

However, based on the author's analysis of the research findings, the evaluation used at SMPN 1 Sukodono leads to cognitive aspects and less leads to affective and psychomotor aspects. The evaluation guide used by teachers is an evaluation guide made by teachers based on assessments adapted to current conditions. However, the guide is similar to evaluations of various types: students'

attendance, giving questions through Google form in multiple choices, essays and portfolios, and assessing students' thinking skills.

The obstacles experienced related to using Google form in SMPN 1 Sukodono found by researchers include: (1) Not all teachers can develop their Google form, due to the lack of teacher creativity related to IT. Because the current era requires teachers always to make innovations and creativity in delivering material to evaluate learning; (2) Not all students have personal smartphones /cellphones. There are some students whose cell phones are shared with parents. So when his parents work, the student cannot do the Google form assignment given by the teacher, so he has to wait until his parents are at home; (3) Unstable internet network. Sometimes an unstable signal or internet network makes students unfocused or distracted in doing assignments through the Google form given by the teacher; (4) There are still parents who do not motivate and assist their children in doing assignments through Google form. Due to the different factors of parents' busyness, several students need help to be accompanied to study by their parents.

This finding is in line with Fauziyah's (2020) opinion that the requirement that must be done in online learning is to require the device to be connected to the internet network. Students complain that the obstacles experienced by most students lie in their internet network, which could be more supportive in the implementation process. So in its utilization, a little experienced obstacle. Fauziyah also said that, as happened, students initially needed help understanding how to use the Google form feature. However, over

⁴⁴ Batubara, *Penggunaan Google Form*, 43

⁴⁵ Kartono. (2020). Respon Guru dan Siswa Sekolah Dasar terhadap Hasil Pengembangan Soal Online Menggunakan Google Form sebagai Implementasi Belajar dari Rumah, *Jurnal Visipena. Jurnal Visipena*, 11(1), 99-115

time they could use the Google form feature for evaluation. Another obstacle is the limited internet quota so that there is an evaluation of students in the process of opening a link needing help or error while carrying out a learning evaluation. Students sometimes have to repeat answers because the students' answers have yet to be saved.⁴⁶

CONCLUSION

Using multimedia in the form of learning videos at SMPN 1 Sukodono, Lumajang, teachers develop them independently according to the material taught, local wisdom, and environmental conditions. The videos are edited in two ways, some using the Windows Movie Maker application on a computer and some using the Kinemaster application on each teacher's Android. The finalized video results are used through offline and online learning so that the Learning Video can be used in Blended Learning (combined).

Teachers maximize the hyperlink feature provided in the PowerPoint menu by using multimedia in the form of interactive PowerPoint at this school. So that the text on the slides displayed during learning can be linked to various other learning resources such as YouTube, websites, images, quizzes, and animations; thus, this utilization can be used to deliver material and evaluate learning.

Utilization of multimedia in the form of google form, all teachers use it as a forum to find out students' understanding of the material that the teacher has delivered by giving several post-tests to be completed at home

through Google form; teachers also use Google form as a survey to find out students' motivation and interest related to the learning that has been learned, as well as a medium to convey criticism and suggestions related to learning that has been carried out between teachers and students. With the utilization of Google form, it also becomes a liaison media between parents and teachers. Thus, students are more happy and motivated to learn, and teachers can provide feedback directly through the comments menu.

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⁴⁶ Fauziyah, N. (2020). Dampak Covid-19 Terhadap Efektivitas Pembelajaran Daring Pendidikan Islam. *Al Mau'izhoh*, 2(2).

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