

Assure-Based Multimedia Learning Design in Islamic Education Module at Hikmah Teladan Junior High School

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ABSTRACT

This article serves as a crucial milestone in the effort to achieve optimal, well-planned, and effective learning design, particularly in integrating multimedia technology into the learning process. In the era of information technology development, teachers are expected to leverage multimedia technology using the ASSURE learning model. This writing encourages teachers to efficiently design learning through the application of this model. A qualitative descriptive method was chosen to detail the multimedia-based ASSURE learning design. Research results affirm that the ASSURE model provides varied learning experiences that positively impact student motivation. Success lies in analyzing student characteristics, learning styles, selecting appropriate methods, media, and instructional materials, as well as fostering active student engagement. This article contributes to teachers' understanding in designing Islamic Education (PAI) learning with a multimedia-based ASSURE approach, offering an in-depth perspective on the potential of technology to enhance the quality of religious education in this digital era. Thus, through this article, it is hoped that teachers can be more confident and adept in implementing modern and relevant learning models.

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INTRODUCTION

Learning is a reciprocal interaction process between teachers and students. The learning process runs smoothly when these two aspects can interact effectively: teachers deliver instructional materials, and students listen to what the teacher explains, including in Islamic Education learning (Sulisworo, 2016). However, not all learning experiences can be conducive, and not all students can grasp what the teacher explains well because each student fundamentally has different learning styles. Some students have a learning style through writing/reading, kinesthetic, and some prefer learning through audiovisual presentations. Humans, in general, have dominant learning styles, namely Visual, Auditory, and Kinesthetic (Zagoto, M. M., Yarni, N., & Dakhi, 2019).

Learning style is a cognitive, affective, and psychomotor characteristic, acting as a relatively stable indicator for learners to interact and react to the learning environment. Learning style is a

cognitive, affective, and psychomotor characteristic, acting as a relatively stable indicator for learners to interact and react to the learning environment. (Novalinda et al., 2020)

From the above explanation, it can be concluded that the importance of using appropriate learning styles to improve students' learning outcomes. For students, understanding their learning characteristics is crucial, while for teachers, understanding students' learning styles is key to achieving satisfactory learning results. (Syarnubi et al., 2023) The urgency of using multimedia in the learning process is one effort to develop a more engaging learning process and facilitate students in capturing information from teachers. This is because multimedia essentially covers the characteristics of students' learning styles in general. In addition, multimedia-based learning is also effective in improving students' learning outcomes and motivation (Mariyani et al., 2021)

In Islamic Education (PAI) classes, they generally tend to be monotonous, lacking variation in teaching methods that would make the classroom environment more lively. Therefore, the importance of using multimedia in PAI learning is crucial to make it more engaging and encourage students to be actively involved rather than just listening. (Syarnubi Syarnubi, 2019) There are several advantages to using multimedia in learning, such as enhancing student motivation and attention, making the learning process more interesting, improving learning outcomes, and reducing the time needed for lesson presentation. The results of research conducted at MAS Miftahussalam Demak, that the use of multimedia can increase student activeness in learning in class (Zarkasi, Z., & Taufik, 2019)

While in multimedia-based Islamic Education (PAI) learning, there is a need to design a learning model so that the learning process aligns with the instructions and goals of the learning itself, one of them is through the ASSURE design. ASSURE is one of the learning designs that can assist in planning, identifying objectives, selecting appropriate models and materials, and conducting evaluations (Airlanda, 2021). ASSURE is a simple instructional design model that makes learning more effective, efficient, and engaging. The results of the study conducted by Neneng Darlis and Mega Adyna Movitaria (2021) indicate that the proper implementation of the ASSURE model's steps can improve the learning outcomes of students at SDN 02 Simpang Kapuak in the academic year 2019/2020.

Furthermore, the research by Rostina Sundayana (2019) found that the ASSURE learning model can enhance problem-solving skills and self-directed learning. Therefore, the ASSURE model can be considered as an alternative learning approach to maximize the learning process and outcomes (Sundayana, 2014). Additionally, the importance of teachers' expertise in utilizing multimedia is crucial to package learning in an engaging and interactive manner. However, most teachers still struggle with technology, especially the use of multimedia in teaching, which hinders its effective implementation (Syafi'i et al., 2023).

It is emphasized how important it is to use multimedia in teaching with the ASSURE model to prevent students from getting bored with predominantly monotonous teaching methods. From the above exposition, the author emphasizes to teachers the significance of designing multimedia-based ASSURE learning models, especially in Islamic Education, for the effectiveness and efficiency of the learning process.

RESEARCH METHODS

1. This article employs the data collection method through documentation with a qualitative approach. In analyzing the data, the author chose a qualitative method, in line with the views of Bogdan and Biklen as cited by Moeloeng (2013). Qualitative data analysis, according to Moeloeng's definition (2013), involves efforts to work with data, organize it into manageable units, and seek significant patterns and insights. The data organized through the process of collection, reading, processing, and analyzing becomes information that can be presented and summarized. Before reaching the data analysis, the writer first processes the collected data and then proceeds to analyze and interpret it. (Lexi J. Moleong, 2017)
2. Descriptive analysis can essentially be divided into two types, namely inductive (synthetic) analysis and deductive (analytical) analysis. Inductive analysis is used for field data analysis, while deductive analysis is used for theoretical analysis. This research employs deductive

analysis to analyze the collected data because the subject is theoretical or theoretical studies. (Sugiyono, 2019)

FINDINGS AND DISCUSSION

A. ASSURE Multimedia-Based Learning Design

1. The ASSURE Learning Model

The ASSURE Learning Model refers to an educational process aimed at changing student behavior through a systematic teacher approach. This learning involves interaction between individuals with the goal of creating positive changes, both in the individual and the environment (Saputra, 2014). The formal learning process generally takes place in schools and involves the use of learning tools, media, and assessment instruments. Over time, various learning models continue to evolve as education experts work to enhance the quality of education. (Carew & et.al, 2020) One of the developed models is the ASSURE model, which stands for Analyze learner characteristics, State performance objective, Select (methods, media, and materials), Utilize materials, Require learner participation, Evaluation, and revise.

Analyzing student characteristics is the initial step in the ASSURE model. Before commencing the learning process, the teacher conducts an analysis of the students' characteristics, learning styles, and attitudes. "Students' learning styles can be divided into three types: visual, auditory, and kinesthetic. With an understanding of these learning styles, teachers can enhance the effectiveness and efficiency of the learning process. "The next step is to establish learning objectives, which include the expected behavior from students. The lesson plan should take into account everyday behaviors that can be reflected in real life as well as specific objectives using the ABCD format (Audience, Behavior, Condition, Degree).

Afterward, the teacher selects methods, media, and instructional materials that align with the characteristics of the students. Effective methods are those that match students' learning styles, while media and instructional materials are used to achieve learning objectives optimally. The next stage involves the utilization of the selected methods, media, and materials. (Fitria, N., Munandar, D. S., & Arifudin, 2023) The teacher needs to prepare thoroughly, including checking the readiness of the materials before use. Involve students actively in the learning process, avoid lengthy lectures, and encourage student participation through group activities, presentations, and discussions. (Syarnubi, 2019)

In the "Evaluate and revise" stage, the teacher assesses student performance, the effectiveness of using instructional media, and the teacher's performance throughout the learning process. The evaluation results are used to identify weaknesses and make revisions to enhance the learning experience. This stage is often overlooked, yet it is crucial to ensure the success of the learning process. (Syarnubi, 2023)

2. Multimedia

Multimedia comes from the combination of the word 'Multi,' which means more than one, and 'media' (from Latin), which means intermediary. Meanwhile, in Arabic, 'media' is the medium for conveying a message from the sender to the message receiver. As a whole, multimedia refers to multiple intermediaries consisting of text, audio, and visual elements. (Hakim et al., 2020). This describes the use of various types of media to present information, including text, images, sound, animations, and videos in an integrated context. In the context of technology, multimedia refers to the use of computers or electronic devices to combine and present these various types of media to users. According to Robin and Linda (2001), multimedia is a tool that can create dynamic and interactive presentations, combining text, graphics, and other media (Kristianto & Andi, 2010). Meanwhile, learning is a process in which individuals acquire knowledge, skills, or attitudes through interaction with their environment. According to B.F. Skinner, a behaviorist psychologist, learning is a relatively permanent change in behavior that occurs as a result of experience (Indira et al., 2020). So it can be concluded that learning media is a means to convey information/knowledge to individuals. Clearly, learning media is a tool to channel information/knowledge from educators to learners.

Learning systems that utilize various media, such as audio, visual, text, animation, and others, are part of multimedia. The definition of multimedia is a combination of various elements such as graphics, text, sound, video, and animation that come together to present information or lessons. (Kumalasani, 2018) Multimedia in education involves technology that integrates text, images, sound, and video to teach students. Users of multimedia-based media, including sound, slides, multimedia, and e-learning, enrich the learning process by creating an interactive and enjoyable atmosphere. This can enhance student motivation during learning, facilitate the absorption of material more optimally, and stimulate active participation in the educational process. (Nurhasanah, 2021)

Media that combines text, images, sound, music, animated graphics, or video into one entity plays a crucial role in education. "It enhances the attractiveness of the material and elicits positive responses from students, increasing their motivation to learn and facilitating the understanding of the material (Alyusfitri et al., 2020). The use of multimedia computers in learning aims to improve the quality of learning itself." Equipment such as computers, cameras, video devices, VCR players, overhead projectors, multivision systems, CD players, and CDs are part of mixed media equipment. There are three main functions in media when used for individual, group, or large audience learning: first, to motivate interest or action; second, to present information; third, to provide instructions. (Harahap & Siregar, 2020)

Based on the above explanation, it can be concluded that multimedia learning refers to various combinations of graphics, text, sound, video, and video animation that form a unified whole and can be used to achieve learning objectives. The design of multimedia learning in the subject of Islamic Education (PAI) is crucial. Particularly, the long-term orientation expected in the software needs to be considered to ensure a balance between creation and usage. In its design and programming, it must be capable of keeping up with the times, subject matter, and users of the multimedia. The hope is that the design will increasingly capture the user's interest and serve as motivation for users to learn.

B. ASSURE Multimedia-Based Learning Design in Islamic Education Module at Hikmah Teladan Junior High School

1. Modul Ajar PAI

The Islamic Education module at Hikmah Teladan Middle School is created and designed by the Islamic Education subject teacher, encompassing:

- a. General Information containing: Initial Competencies, Facilities and Infrastructure, Student Profile of Pancasila (Indonesian state ideology), Target Participants, Learning Models, Achievement of Learning Objectives.
- b. Learning Activities and Steps including: Presentation of Problem Orientation, Organization of Students for Learning, Guiding individual and group investigations, Developing and presenting works, Analyzing and evaluating problem-solving processes, Enrichment and Remediation, Evaluation." (Sarno Sarno, 2020)

2. Analysis of the ASSURE Learning Design

a. Analyze Learner Characteristic

Before conducting Islamic Education (PAI) learning, the teacher first analyzes the general characteristics of students by assessing their initial competencies through diagnostic assessment. Here is an example of the analysis of student characteristics, specifically in terms of their understanding of the material.

Class	Student Ability Criteria	Number of Students
9	Proficient or skilled	3 Students
	Fluent or conversant	17 Students
	Basic or fundamental	71 Students

	Needing intervention	1 Student
Number of students in 3 classes		92 Students

From the above table, it can be concluded that the criteria for the ability of 9th-grade students in Islamic Education (PAI) learning are still lacking in terms of the level of understanding of PAI material. In addition, students have various learning styles. Some students find it easier to understand when learning with audio assistance, while others have a learning style with visual aids, such as displaying images (Rahmat et al., 2020). Because students have different learning styles, the teacher teaches using audiovisual aids, where the teacher presents PAI learning materials in the form of instructional videos.

b. State performance objective

The stage of determining specific learning objectives. So that students are able to observe behaviors that must be displayed in daily life as part of the implementation of Islamic Education (PAI) learning. Conditions as mentioned will include the use of technology and media in assessing the achievement of learning objectives. Here are examples of PAI learning objectives outlined in the teaching module: 1) Students are able to identify the meaning of caliph and their roles on Earth. 2) Students can explain the role of caliph on Earth by creating a specific and attractive concept map/mind map. 3) Students can apply the role of caliph on Earth by designing activities through a mission of goodness. 4) Students can implement the role of caliph on Earth by reflecting on the goodness mission they have undertaken. (Chadidjah, 2021)

c. Select (methods, media dan materials)

As students generally have different learning styles, teachers are required to choose appropriate methods, media, and teaching materials so that classroom learning can be maximized, effective, and efficient. In the example above, since the average student has a learning style with the help of audio and visual aids, the teacher can conduct audiovisual (video) learning using an LCD projector screen, speakers, and several supporting applications in delivering Islamic Education (PAI) teaching materials. (Syarnubi, 2022)

From the results of selecting the right media, the teacher then chooses teaching materials that can support the learning media used for the learning process. Because the media to be used are audiovisual devices, the teacher formulates teaching materials that are suitable for the selected media, namely instructional videos sourced from YouTube and the internet. (Asmarani et al., 2022). With the diversity of students' learning styles, appropriate teaching methods are needed as outlined in the teaching module, such as Problem-Based Learning, Project-Based Learning, and Market Place Activity. (Sukmana & Amalia, 2021)

d. Utilize Materials

After going through the stage of selecting methods, media, and teaching materials in the learning planning process, the next step is to implement these elements into the learning process. The implementation stage of methods, media, and teaching materials includes planning, organizing, and actuating (Rozie, 2018).

e. Evaluation and revise

After completing the Islamic Education (PAI) learning process with the previously conducted stages, the next step for the teacher is evaluation and revision (Hidayat & Asyafah, 2019). This process plays a crucial role in improving the quality of learning and ensuring the achievement of learning objectives. The learning evaluation includes: (Hermawan, 2019)

- 1) Attitude observation sheet with indicators: a) participation in discussions, b) activeness in learning, c) task completion, d) concentration.
- 2) Mindmap Product Assessment Sheet with indicators: a) Concept suitability, b) completeness of information, c) clarity of information, d) creativity in form.
- 3) Self-Progress Observation Sheet with indicators: a) creating a mind map, b) designing a goodness mission in the form of activities beneficial to oneself, parents, friends, and the environment, c) writing activities on small pieces of paper, d) preparing a specially decorated goodness jar.

- 4) Reflection Presentation Assessment Sheet with indicators: a) completeness of slides, b) activity variations, c) interactive delivery, d) reflective conclusions.

CONCLUSION

ASSURE Multimedia-Based Learning Design is a systematic instructional model aimed at changing student behavior through interaction between the teacher and individuals. The steps involve analyzing student characteristics, setting learning objectives, selecting methods, media, and materials, as well as evaluation and revision. Focusing on students' learning styles, this approach ensures the selection of teaching methods that meet students' needs. In the context of the Islamic Education module at Hikmah Teladan Middle School, multimedia is effectively integrated to create interactive and enjoyable learning, utilizing text, images, sound, video, and animation. Evaluation and revision are carried out to ensure optimal learning quality that aligns with student development. Overall, this design demonstrates the effective application of ASSURE principles in the context of multimedia-based Islamic Education learning."

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