



The Use of Multimedia in Increasing the Learning Motivation of Students in Senior High Schools

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Abstract

Teachers must also be creative in preparing media and learning facilities to deliver their students to become intelligent human beings, creative, and have strong diversity integrity. This study aims to find out the types, steps, and factors that affect learning media in increasing student learning motivation in fiqh learning in high school. This research uses a qualitative method, the type of research is descriptive, the data collection technique is field study and literature study, and the data analysis technique used is through interviews, documentation, and observation, with the research location at the Upper Secondary School. Results of the study: 1. The types of Learning Media used by Fiqh Teachers are: photos, concept maps, posters, Voice Recordings, Radio, learning videos, Textbooks, LKS, WhatsApp, Youtube, Google; powerpoint, Dolls, Whiteboards, 2. Steps for Fiqh teachers to use Learning Media: Preparation, b. Implementation/ presentation 3. Follow-up, c) Supporting factors for media selection: a) the existence of teachers' competence and skills in using media so that teachers understand the characteristics of each media, b) availability of funds in media procurement, c) availability and ease of obtaining media d) the existence of flexibility and comfort of media e) the existence of support from the school, especially the principal, The factors that inhibit the selection of media include a) the availability of time in using it b) school facilities that inadequate, c) the situation and conditions of the school environment are not supportive.

INTRODUCTION

Every human being needs education. Education is a process of physically and spiritually fostering human beings, meaning that every effort to improve students' intelligence is related to the increase in intelligence, emotions, and spiritual intelligence (Aristyasari, 2019; Andrei, 2023). According to Law No. 20 of 2003 concerning the National Education System (Sisdiknas), education is a conscious and

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planned effort to create a learning atmosphere and learning process. So that students actively develop their profession to have religious, spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Shevchenko et al., 2020).

Education always undergoes changes, developments, and improvements by developments in all areas of life (Ling et al., 2023; Monica, 2023). Changes and improvements in the field of education include various components involved in it, be it the implementation of education in the field (teacher competence and the quality of educators), the quality of education, curriculum tools, educational facilities, and infrastructure, and the quality of education management, including changes in innovative learning methods and strategies. Education is inseparable from learning activities (Arievitch, 2020). The process of teaching and learning activities is a process that has a series of activities for teachers and students based on a mutual relationship that takes place in an educational situation to achieve certain goals. In the teaching and learning process, four important components affect student success, namely learning materials, learning atmosphere, learning media and resources, and teachers as learning subjects (Sutrisno & Nasucha, 2022).

Teachers are a very important component in the teaching and learning process (Miranda & Wahyudin, 2023). Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to develop potential human resources in the field of development. Teachers have a function as a motivator in teaching and learning activities. Teachers in every learning must always use approaches, strategies, and methods of learning that can make it easier for students to understand the material they teach. One way to increase student motivation in the learning process is to use learning media. The right learning media in the learning process will produce satisfactory outputs, including student behavior. (Septiani & Rejekiningsih, 2020).

The use of media in the teaching and learning process can awaken, motivate, and stimulate students to learn. Regarding the importance of the use of media, in Islam it is familiar, because it is a means to convey the teachings of Allah. As exemplified by the Prophet Muhammad PBUH in instilling religious teachings using the right media, namely through the media, the prophet's deeds show commendable qualities, as expressed in the Qur'an surah al-Ahzab: 21 (Choirin et al., 2024; Fitria, 2024).

﴿ كَانَ لَكُمْ فِي رَسُولِ هَاللِّ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا هَاللِّ وَالْيَوْمَ الْآخِرَ وَذَكَرَ هَاللَّ كَثِيرًا ۗ ﴾

Meaning: *"Indeed in the Messenger of Allah you have a good example to follow, namely, he who hopes for (the meeting with) Allah and the Last Day and remembers Allah much".*

Learning Media as one of the components in teaching and learning activities (KBM) and learning resources used in learning are selected based on the objectives and learning materials that have been delivered and can be well received by students. Lack of teacher creativity is one of the factors in low student motivation in following lessons, so that student learning outcomes are less than satisfactory. The use of teaching media in the teaching and learning process generates new progress and interest, generates motivation and stimulation of learning activities, and even brings psychological influence to students.

In reality, there are still many teachers who deliver a lesson using only the lecture method. This is because the method is easy to implement and the use of learning media has not yet become a culture among teachers. In addition, many students feel bored and fed up and eventually lose motivation in following lessons due to the uninteresting situation and learning model that occurs in the classroom (E. Engkizar et al., 2023). They feel that the formal education is like a prison because it cannot bring up the spirit of learning. Moreover, many students often skip school,

without feeling guilty.

In the application of learning in schools, teachers can create an interesting learning atmosphere by utilizing creative, innovative, and varied learning media, so that learning can take place by optimizing the process and oriented towards learning achievement. Likewise in implementing learning media, educators must pay attention to the development of the religious soul of students, because this factor is precisely the target of learning media. Without paying attention to and understanding the development of the child's soul or the level of thinking power of students, teachers will find it difficult to be expected to achieve success (Engkizar Engkizar et al., 2021).

Fiqh learning is one of the subjects at every level of madrasah education. In the process of learning Fiqh, the presence of media has a fairly important meaning (Novianti et al., 2022). Given that so far the results of Fiqh learning are considered still lacking. Teachers pay less attention to other components that can help the learning process, including the teaching methods used, which are still monotonous, without using media that can provide a more concrete picture of the material being delivered. So often the objectives of learning cannot be achieved optimally (E Engkizar et al., 2018).

Based on the description above, it can be interpreted that learning media is very important for teachers to convey information about the material to be taught during the learning process. With the use of media properly and appropriately, it can arouse curiosity and new interests for students, as well as arouse motivation and stimulation of teaching and learning activities, and even bring psychological influences to students (Chang, 2021). Related to that, teachers must also be creative in preparing media and learning facilities, so that they can deliver their students to become intelligent, creative people, and have strong diversity integrity (Eshet & Margaliot, 2022; Bender, 2023).

METHOD

This research is adjusted to the problems above, so the research method used is descriptive qualitative research, namely data collected in the form of words, and pictures, not numbers (Khoa et al., 2023). Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. In qualitative research, theory is limited to understanding or systematic questions related to a set of propositions derived from data that are empirically referred to. Qualitative research obtains data in the form of words, behavior, and the rest is additional data such as documents, and others (Thelwall & Nevill, 2021; Khoa et al., 2023). The words and behavior of people who are observed, interviewed, and documented are the main sources and are recorded through written notes or video or audio tape recordings, photos, or films. Meanwhile, descriptive research is a form of research that is intended to describe or depict existing phenomena, both natural phenomena and human engineering (E. Engkizar et al., 2022).

RESULT AND DISCUSSION

Types of Learning Media Used by Fiqh Teachers to Increase Student Learning Motivation in Fiqh Learning

Learning media is a tool or means to support the learning process. Media is a tool for delivering information (Priandika et al., 2022). Maintenance of learning media must be adjusted to the type or tool of certain learning media, because each media has its characteristics. However, in general, in its maintenance, media can be divided into two large groups, namely media that is powered by electricity and media that does not have electricity. In this case, it was explained by the deputy for facilities, Mashuri, S Pd, he said that the Financial Manager of Senior High Schools has also

budgeted the cost of repairing and maintaining the media every year, such as the cost of repairing infocus, speakers, maintaining whiteboards, maintaining books, and others. One of the efforts to ensure that the learning media is well maintained is by using the media under the borrowing procedure, namely by meeting the PTSP officer to borrow the learning media with a note according to the time that has been set. After borrowing, the media must be returned in good condition too.

Based on the results of the author's interviews with several informants above, it can be concluded that the types of learning media used by Fiqh teachers in Fiqh learning are 1) real objects (reality) such as people, events, 2) certain objects or objects (dolls), 3) print media (textbooks, LKS, modules, newspapers), graphic media (pictures, charts, posters), 4) Projection media (films, powerpoint slides), 5) audio media (sound recordings), 6) audio visual media (video & YouTube), the tools are in the form of whiteboards, infocus, laptops, speakers, humans, the environment (prayer rooms). With the many types of media used or varied, it can increase students' learning motivation in Fiqh learning (Amin et al., 2024; Musakkir & Amin, 2024).

Steps for Fiqh teachers to use learning media to increase student learning motivation in Fiqh learning in high schools

The results of the interview with Mrs. Marneli as a fiqh teacher regarding the ability of fiqh teachers in utilizing learning media? She said that: The competence of fiqh subject teachers in using learning media includes: (1) the teacher must have sufficient knowledge, understanding, and comprehension of learning media, (2) have the skills to use the media in the learning process, (3) can make their learning media tools as needed, (4) can assess the media that will or has been used, (5) know the field of learning media administration (Amin et al., 2024).

For the education process to run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content (Rahmatullah et al., 2022; Pamuji & Limei, 2023). The principal must try to improve the competence of his teachers through training or technical guidance (Karim et al., 2021). Based on interviews with the principal about the strategies carried out by the principal in improving the professional competence of Islamic Religious Education teachers, namely: a. Participating in training, education and seminars for teachers, based on the results of interviews or interviews that researchers have conducted, the principal often includes Islamic religious education teachers in training, MGMP, seminars, education and training and also comparative studies to other Islamic institutions in order to improve achievement and insight. As expressed by Mr. Afrizal, S.Ag, that: "My strategy in improving the professional competence of teachers is to actively participate in MGMP PAI, education and training, training and seminars related to religious education in particular. To improve professional competence in this Middle School, whether it is pedagogical competence or professional competence".

Based on the results of interviews with several informants above, the author can conclude that the steps of Fiqh teachers using Learning Media in increasing student learning motivation in Fiqh learning in Senior High Schools are a) Preparation, meaning the activities of a teacher who will teach using learning media. Includes making a learning implementation plan, studying the manual or accompanying materials that have been provided, preparing and arranging the equipment to be used so that in its implementation it is not rushed and looking for more and students can see and hear well, b) Implementation/presentation, teachers when carrying out the learning process using learning media, c) Follow-up, This activity needs to be done to strengthen students' understanding of the material discussed using media (Nasril et al., 2023; Rahmadani & Nurmawati, 2025).

A teacher's skill in using media has a great influence on students' learning motivation in learning fiqh (Tanjung et al., 2022; Hamdi et al., 2025). Teachers who are less skilled in using media are less effective because there is not enough learning time, thus making students feel that the learning objectives have not been achieved, which results in a lack of student motivation to learn (Karim et al., 2021).

Factors that influence the selection of learning media in increasing student learning motivation in Fiqh learning in senior high schools

Factors that influence the selection of media must be considered because meeting the needs of students is not easy, even though it is right to use the media if it is not in the situation, the learning will not run well. Based on the results of the interview with Mr. Syafrizal Tanjung, M. Sy, he said the basic aspects that need to be considered in the selection of learning media are objectivity, following the situation and conditions, by the teaching program and program targets, technical quality, Effectiveness, and Efficiency of Use.

Based on the results of the author's interview with the informant above, it can be concluded that the supporting factors for media selection are a) the competence and skills of teachers in using media so that teachers understand the characteristics of each media, b) the availability of funds in media procurement c) the availability and ease of obtaining media d) the flexibility and comfort of the media e) the support from the school, especially the principal. The inhibiting factors include a) the availability of time to use it, b) inadequate school facilities, c) the situation and conditions of the school environment that are less supportive (Solarino & Aguinis, 2021).

High School efforts in improving supporting factors for media selection such as budget availability and ease of obtaining the media will affect students' learning motivation in Fiqh learning (Ashari et al., 2023; Syarifah et al., 2024). With the availability of funds, teachers can create various learning media or be innovative to attract students' attention to the learning process (Prabawati et al., 2021; Sofi-Karim et al., 2023).

CONCLUSION

Types of Learning Media used by Fiqh Teachers in improving students' learning motivation in Fiqh learning in Senior High Schools are: a. visual media such as photos, concept maps, posters b. audio media such as sound recordings, radio, c. audio visual media such as learning videos d. printed media such as textbooks, LKS, e. internet media such as WhatsApp, youtube, Google, g. environmental media such as prayer rooms h. IT-based media such as PowerPoint, videos, i. teaching aids such as dolls, whiteboards. The steps taken by fiqh teachers to use learning media in improving students' learning motivation in fiqh learning are first preparation, meaning the activities of a teacher who will teach using learning media.

Activities that can be done by teachers in the preparation step include: 1) making a lesson/lecture implementation plan as if they were going to teach as usual. In the lesson/lecture implementation plan, include the media that will be used, 2) studying the manual or accompanying materials that have been provided, 3) preparing and arranging the equipment that will be used so that in its implementation there is no rush and searching again and students can see and hear well. The second

implementation/presentation, Teachers when carrying out the learning process using learning media need to consider such as: 1) ensure that all media and equipment are complete and ready to use 2) explain the objectives to be achieved 3) explain in advance what students must do during the learning process 4) avoid incidents that could disturb the attention/concentration, and calmness of students.

The third follow-up, this activity needs to be done to strengthen students' understanding of the material discussed using media. In addition, this activity is intended to measure the effectiveness of the learning that has been done. Activities that can be done include discussions, experiments, observations, exercises, and tests. Supporting factors for media selection are a) the competence and skills of teachers in using media so that teachers understand the characteristics of each media, b) the availability of funds in media procurement c) the availability and ease of obtaining media d) the flexibility and comfort of the media e) the support of the school, especially the principal. The inhibiting factors include a) the availability of time to use it, b) inadequate school facilities, c) the situation and conditions of the school environment that are less supportive.

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