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by PRIA MITRA PURBA

The Effect of the Multimodal Learning Model Using Video Animation on Islamic Education Learning Outcomes of SD IT Khairul Imam Medan Students

Sarifah Hanum Gea[1]✉, Dewi Teti Setiawati[2],
M. Bagus Ridwan[3], Elvi Sukriyah[4], Mardianto[5], Haidir[6]
[1,2,3,4,5,6] State Islamic University of North Sumatra, Indonesia
sarifahhanum375@gmail.com, tetid777@gmail.com, bagusridwan011115@gmail.com,
elvisyukriah@gmail.com, mardianto@uinsu.ac.id, haidir@uinsu.ac.id

Abstrak

Penelitian ini dilatarbelakangi kurang berkembangnya pendidik dalam mengajar di era digital yang memberikan dampak pada hasil pembelajaran siswa jenjang usia dasar, khususnya pelajaran PAI. Sejalan dengan tersebut penelitian bertujuan untuk memaparkan hasil pembelajaran pada model multimodal menggunakan video animasi dan membuktikan keefektifan pembelajaran terhadap hasil pembelajaran PAI. Penelitian ini dilaksanakan dengan menggunakan dua jenis penelitian kuantitatif yakni penelitian deskriptif dan penelitian eksperimen. Penelitian ini dilaksanakan di dua kelas yang memiliki karakteristik yang berbeda, baik segi latar belakang siswa dan kemampuan akademik umum para siswa jenjang usia dasar. Data dikumpulkan melalui lembar observasi dan tes. Data diolah dengan menggunakan uji statistika *regression* (regresi). Berdasarkan hasil penelitian, disimpulkan bahwa model pembelajaran multimodal menggunakan video animasi berpengaruh terhadap hasil pembelajaran PAI dengan perolehan Nilai Signifikansi 0,001<0,05. Berdasarkan hal ini, model pembelajaran multimodal menggunakan video animasi dapat digunakan sebagai salah satu alternatif untuk meningkatkan hasil pembelajaran PAI yang memiliki keberagaman latar belakang dalam gaya belajar (kinestetik, audio dan visual).
Kata Kunci: Anak Usia Dasar, Hasil Belajar, Model Multimodal, Video Animasi.

Abstract

This research is motivated by the lack of development of educators in teaching in the digital era which has an impact on the learning outcomes of elementary school students, especially PAI lessons. In line with this, the research aims to describe learning outcomes in multimodal models using animated videos and prove the effectiveness of learning on PAI learning outcomes. This research was carried out using two types of quantitative research, namely descriptive research and experimental research. This research was carried out in two classes that had different characteristics, both in terms of students' backgrounds and students' general academic abilities. Data was collected through observation sheets and tests. Data is processed using statistical regression tests (regression). Based on the results of the study, it was concluded that the multimodal learning model using video animation had an effect on the learning outcomes of PAI with the acquisition of a Significance Value of 0.001 <0.05. Based on this, the multimodal learning model using video animation can be used as an alternative to improve Islamic education learning outcomes that have a variety of backgrounds in learning styles (kinesthetic, audio and visual).
Keywords: *Elementary Children, Learning Outcomes, Multimodal Models, Video Animation.*

PRELIMINARY

The teacher has a major influence factor and a central role in the success of the learning process. The interaction and communication carried out by the teacher in each learning process reflects the attitude or behavior of the educator's leadership in the classroom. In addition, teaching materials as messages to be conveyed must be a top priority for students' cognitive development. The success or failure of a learning process depends on how the teacher is able to convey messages (teaching materials) effectively and efficiently to students. For this reason, teachers must be able to be communicative and interactive in implementing their role as leaders of the learning process (Suminto, 2019).

Achieving the success of the learning process requires a complete guide or the right model for teachers and students in practice. Because, both are communicants and communicators who have an important role in conveying learning messages. On this basis, teachers must be able to approach and collaborate to bring a sense of being called by the souls of students to participate in every learning process without any sense of

compulsion. Thus, it can be ascertained that the learning process will succeed in achieving educational goals (Jannah, 2017).

Conventional learning without any modification of the renewable model is one of the triggers for boredom and boredom for students during the learning process. This is as illustrated in the lecture method or the assignment and dictate method which causes students to feel reluctant to take lessons, even bored to learn. In response to this, the government has actually issued educational process standards as a reference in implementing learning, so teachers must be updated in choosing the learning model needed by students in their development process (Khoiri, 2017: 127-153).

The statement above requires teachers to have creativity in teaching. Why is it needed? Because, through teaching creativity, the teacher not only stimulates students' curiosity, but helps students to be actively involved in following the learning process. Teacher creativity is needed, especially in educational institutions that have minimal learning facilities, so that creative teachers can utilize local objects as infrastructure and even learning media. Furthermore, creative teachers will be able to channel their level of enjoyment of teaching to students, so that it becomes a separate motivation for students in participating in the learning process (Musyafira & Hendriani, 2021).

The teacher's task in motivating student learning will be in balance with the level of teacher creativity in learning. This is because the creative teacher will be a reliable motivator for student development, where the teacher is emotionally acceptable and close to students, while on the other hand the teacher has various alternatives in choosing the right learning method or media in accordance with the teaching material that will be delivered during learning in the classroom. class or outside the class (Oktiani, 2017).

The creativity of teaching teachers in the modern era faces new challenges, namely the level of creativity in teaching which must be balanced with the ability of teachers to digitize. This is inseparable from the sophistication of technology and communication media, which requires teachers to utilize digital media as a liaison for teaching students. Furthermore, this is also a real impact for teachers that education is dynamic, has various kinds of dynamics, and encourages "academic people" to innovate digitally (Fatah, 2014). Innovation in the world of education is not only a reminder that education must change from time to time. More than that, innovation is an alternative for education providers that learning is about changing paradigms and knowledge. The danger is, if an educational institution is anti-change or globalization, then it is the same as triggering educational stagnation (Saat, 2015).

One form of innovation needed in the learning process is the combination of conventional media with digital-based media. The combined form is known as multimodal using video animation. Through this media, students will be presented with a new atmosphere to receive learning materials, one of which is learning about the story of the Prophet. Thus, learning does not only tell the story of the Prophets orally (lecture method), but is assisted by animated video media that stimulates students' memories, and students' curiosity about the stories of the Prophets (Abidin, 2022).

The concept of learning activities using animation-based audio-visual media is also a teaching method that uses word simulations, moving images and sound in a video and has indirectly channeled the learning styles of these students (Aeni, 2022). In the story of the Prophet material through a multimodal learning model using video animation, it can involve two learning styles (audio and visual) at the same time in one learning model. This model develops understanding and hones students' memory which can improve and improve learning outcomes for students in grades VI A and VI B at the elementary age level.

In fact, relevant studies on multimodal learning models using animated video media have been researched from various scientific perspectives. Among them discussed from the aspect of the relationship and the role of parents for the success of children's education (Fahriati & Syuraini, 2018: 262-268), disciplinary character education (Wuryandani, et.al., 2014), development of online learning media (Saputra, 2022), digital-based learning (Lestari, 2022), interactive multimedia learning (Sudiro, 2018), animated video-based learning (Pangestu, et.al., 2021), Animated videos as educational media (Qur'aini & Susindra, 2021: 34-41), and learning aided by animated video media for improving student skills (Saputra & Anshori, 2018).

In line with the description above, this study aims to determine the effect of the multimodal learning model using animated videos on PAI learning outcomes. Then, it is summarized in the title, "The Effect of Multimodal Learning Models Using Video Animation on Learning Outcomes of PAI Students of SD IT Khairul Imam Medan". There are several considerations for the importance of this research being carried out in the context of education, namely educators always upgrade themselves to information, especially learning models and translate it into the learning process and correlate it with IT in order to create a pleasant atmosphere among students and create a sense of pride by educators in the results learning obtained by students.

METHOD

The research method used in this research is quantitative research. The subjects observed were students (grade six A and B) of SD IT Khairul Imam Medan. Respondents involved in the study amounted to 50 students. Research subjects were determined by means of purposive sampling (Moleong, 2017). The selection of elementary schools was carried out with theoretical considerations, especially with regard to academic characteristics and equipped with adequate learning media (Assingkily, 2021). Therefore, the researcher tested whether or not there was an effect of the multimodal learning model using video animation on the learning outcomes of PAI by class VI A and VI B. This study only used one variable, namely X (multimodal animated video) and Y (PAI learning outcomes), so that researchers analyzed the data using Simple Linear Regression statistics with the aim of knowing the effect of multimodal learning models that use animated videos on PAI learning outcomes.

The instruments used to collect research data, namely (1) observation sheets to collect data from the results of applying the animated video multimodal learning model to Islamic Islamic Education learning for students and (2) test sheets to collect data on the results of Islamic Islamic Education learning by students who use the learning model multimodal video animation. The indicators to be achieved in this study are (1) testing the animated video multimodal learning model has an effect on PAI learning outcomes, (2) testing the animated video multimodal learning model has a positive effect on PAI learning outcomes. In the process, descriptive data collection was carried out directly by the researcher and quantitative data was obtained by conducting tests directly on students to find out the results of the application of the learning model.

RESULTS AND DISCUSSION

Data Regression Analysis

Table 1. Variables Entered / Removed

Model	Variables Entered	Variables Removed	Method
1	Multimodal Video Animasi		Enter

a. Dependent Variable: Hasil Pembelajaran PAI
b. All requested variables entered.

Based on the data above (Variable Entered Removed) shows the variables entered and the method used. Multimodal as the independent variable and PAI learning outcomes as the dependent variable. Independent Variable (X) is a variable that affects the dependent variable or the dependent variable.

Table 2. Model Summary

No.	Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	972^a	.944	.943	1.303

a. Predictors: (Constant), Multimodal Video Animation

Based on the table above (Variable Model Summary) shows that the value of the relationship (R) is equal to 0.972 and the coefficient of determination (R Square) is 0.944, which means that the effect of the independent variable (multimodal animated video) on the dependent variable (PAI learning outcomes) is 94.4% .

Table 3. ANOVA

Sum of Model Squares		Df	Mean Square	F	Sig.
1 Regression	1382.835	1	1382.835	814.583	.000[b]
Residual	81.485	48	1.698		
Total	1464.320	49			

a. Dependent Variable: PAI Learning Outcomes
b. Predictors: (Constant), Multimodal Video Animation

Based on the table above, (Anova) shows F count and significance value with the formula if the significance value is less than 0.05 (standard provisions of table T), then it is said to be valid while F calculates the opposite. If the calculated F is greater than the F table, it is said to be valid, although both provide the same conclusion, as obtained from the significance value from the table above, namely 0.000 <0.05, then there is an influence of the multimodal learning model of animated video on PAI learning outcomes for SD IT Khairul students. Medan Priest. Whereas the F count in the table above is 814.583 > 4.04 (seen from the F table that has been determined with reference to df in the Residual table column above) then there is an influence of the animated video multimodal learning model on PAI learning outcomes. It has been tested that the significance value and the calculated F have the same conclusion.

Coefficients[a]

Unstandardized Coefficients			Standardized Coefficients	t	Sig.
Model B		Std. Error	Beta		
1 (Constant)	36.092	2.018		17.887	.000
Multimodal Video Animasi	2.533	.089	.972	28.541	.000

a. Dependent Variable: PAI Learning Outcomes

Based on the table above (Coefficient) shows a constant value (a) of 36.092 while the value of the animated video multimodal learning model (b/regression coefficient) is 2.533 so that the regression equation is:

$$Y = a + bX$$
$$Y = 36,092 + 2,533X$$

This equation can be translated without an animated video multimodal learning model, students already have 36,092 for PAI learning outcomes, but with the addition of one multimodal learning model using animated videos adds 2,533 PAI learning outcomes. So that it can be said that variable X has a positive influence on variable Y.

Multimodality itself is the study of reciprocity and interdependence between different modes of communication in realizing meanings that complement, expand, and/or conflict with each other. Multimodality is also understood as an organized and ordered set of resources for making meaning, including, images, gazes, gestures, gestures, music, speech and sound effects. From this perspective, a complete understanding of a meaning is impossible to create without understanding and paying attention to other capital resources that play a role in creating that meaning (Abidin, 2022).

Multimodality or multimodal learning in education is defined as an effort and learning process that teaches concepts in various modes. Mode in this case refers to information channels or anything that is able to communicate messages in various ways and media (Rahardi, 2022). Multimodal can also be useful for

improving students' learning abilities. Multimodal is more effective than Multimodal Learning, for example; images, videos, music, audio, various written texts, gestures, facial expressions, and so on. In multimodal learning that involves more than one sensory organ, students can create a more interesting and dynamic learning experience. Therefore, at one time of learning, educators are required to use more than one mode to accommodate the initial competency capacities and learning styles of students who also vary (Imron, 2021: 48-62).

According to Cahyani, *et al*. (2020), the term video comes from the Latin language, namely from the word vidi or visum which means to see or have vision. In the Indonesian Dictionary, video is a technology for sending electronic signals from a moving image. Video is a technology for capturing, recording, processing, storing, transferring and reconstructing still image sequences by presenting scenes in motion electronically. Animated video media can be used as a learning medium in the story of the Prophet in PAI lessons.

This media can help students to focus more and more easily accept material according to learning objectives. The use of animated video media in the learning process can be standardized, students can see and hear through the same media and receive the same information as well. This animated video media can also save time and effort. So this animated video media is very good to be used as a channel of information.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the multimodal learning model using video animation has an effect on the learning outcomes of PAI with a Significance Value of 0.001 <0.05. Based on this, the multimodal learning model using video animation can be used as an alternative to improve Islamic education learning outcomes that have a variety of backgrounds in learning styles (kinesthetic, audio and visual). Although the influence exerted by the multimodal learning model using video animation does not make a major contribution, it can have a positive influence on student learning outcomes, especially in PAI lessons. So educators are expected to further develop their own potential and look for references to learning models that will be applied to students in the hope of satisfying learning outcomes.

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