Developing Multimedia Learning Materials for Prospective Teacher of *Akhlaq* in Islamic Education Subject

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Article Info	Abstract
	In general, Islamic Religious Education materials are designed and prepared for all students in the university, without any specialization according to the study program. The morality material becomes the substance of the material on the signs for the implementation of PAI learning. The majority of researchers more often conduct qualitative research in the type of library research on teachers' Islamic characters according to specific figures in certain books. This article aims to develop multimedia teaching about teacher'sIslamicc characters for prospective educators. This research and development design uses the 4D model of Thiagarajan et al. The data collection instruments used were questionnaires, documentation, and validation sheets. The data were analyzed using qualitative and quantitative analysis techniques. Based on the assessment of PAI, linguistic, and multimedia experts, the product received a total percentage of 252,81% and an average of 84,27% in the Good category. In addition, the result of the questionnaire of students' responses to the product got a total score of 880. The result based on the range of 841-1000 is Excellent. In conclusion, the results of this study indicate that the product is appropriate to be used by lecturers and prospective educators.

INTRODUCTION

Teachers are the spearhead of education. The strategic role of teachers strongly influences the success of education in a country and educational institutions. Improving the competence of teachers and prospective educators in schools and universities is a necessity. The competence in question is a set of knowledge, skills, and behaviours that must be possessed, internalized, and mastered by teachers in carrying out professional duties. Based on Law Number 14 of 2005 (t.t.) concerning Teachers and Lecturers Article 10, a teacher must have four competencies: pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

Personal and social competencies can also be trained and acquired through Islamic Religious Education (PAI) learning in universities. This is because PAI was included in the Personality Development Course (MPK) group in 2000 . Then it became a General Compulsory Course (MKWU) in Law no. 12 of 2012 (t.t.) concerning Higher Education Article 35. The vision of the MPK group is to become a source of guiding values for the implementation of study programs in delivering students to strengthen their personalities as fully Indonesian human beings. It aims to shape students into human beings of faith and fear of God Almighty and have noble character. The substance of the 2013 curriculum material has also not changed much, except for the approach to learning and student-centred activities (Hanafi, 2016). Based on the Decree of the Director-General of Higher Education of the Republic of Indonesia Number 43 of 2006 (t.t.) concerning Signs for the Implementation of MPK in Higher Education, the substance of PAI includes faith, morality, the obligation to study, harmony between religious communities, social society, culture, politics, and law. These materials help strengthen personality and social competence.

The PAI materials are designed and compiled for all students in tertiary institutions, without any specialization according to majors and study programs. Such as the Islamic Religious Education Textbook for Higher Education was compiled by the Team of the Director-General of Belmawa Kemristekdikti RI in 2016. The introduction stated that PAI was designed, developed, implemented, and evaluated in the context of the realization of national education goals. In the context of higher education, the PAI learning process aims to develop students' positive potentials in developing faith, piety, and noble character, both personally individually and in systemic social collectives in the realization of the Tridharma of Higher Education (Nurwardani, 2016). This book explains more about faith, tasawwuf spirituality and religious morality theoretically-historically, psychosocially, and conceptually in general, not yet specific for prospective educators. According to Yiyin Isgandi and Pandu Prasodjo (2019), the book has a minimum standard quality, is not yet effective, and lacks added value for prospective educators. On the other hand, students also have different educational backgrounds, interests, orientations and goals when participating in learning.

Students of the Al-Hikmah School of Teacher Training and Education (STKIP) Surabaya focus on becoming educators with noble and professional character. They need teacher moral material that is applicable, contextual, and presented attractively. Here the teacher's moral material becomes urgent and needed by all prospective educators. This is following the vision of STKIP Al-Hikmah in 2030 to become a high school that excels in producing Muslim educators who have good morals and have competitive teacher competencies at the national and ASEAN levels.

The development of special teacher moral materials for prospective educators is rarely carried out. Researchers often conduct qualitative research in the type of library research on Akhlaq teacher according to certain characters in certain books. Among them are Asrori (2014), who examined Akhlaq teacher according to Imam Al-Ghazali in the PAI thesis at Syarif Hidayatullah State Islamic University and Nuramaliyah Ramadhany (2017) in scientific writings. According to KH Hasyim Asy'ari in the Book of Adab al-Alim wa al-Muta'allim, Teacher's written by Ani Hayatul Mukhlisoh (2017) in the PAI thesis at IAIN Purwokerto. The concept of Akhlaq teacher and character, according to Az-Zarnuji, was written by Muztaba (2014) in the PAI thesis at UIN Syarif Hidayatullah. Rizal Firdaus (2016) reported the educational thoughts of Ibn Jamaah in his book. Nurrullia Shinta Dewi (2018) wrote a teacher profile in the view of KH Imam Zarkasyi in a thesis at the Muhammadiyah University of Surakarta.

In the digital era like today, the millennial generation is more enthusiastic when learning using multimedia. Namely, the provision of information on computers that use sound, graphics, animation, and text (Tim Kementrian Pendidikan dan Kebudayaan, 2021). Niken and Haryanto, as quoted by Baharuddin (2015), state that multimedia is the use of computers by combining text, sound, images, graphics, animation, audio, video and others to convey messages to the public. Gumelar added that multimedia presentations need to use tools and links so that users can interact, create, communicate

and navigate (Abdi, t.t.). Moreover, the proliferation of e-learning platforms that facilitate changes in learning using multimedia technology has a positive impact on being accessible at any time (Jamun, 2018). This is also following the research results of Wirani, Fakhruddin, and Afriatien (2020) that PAI literacy materials uploaded on social media can increase the interest and attractiveness of students to study Islam. This is where the development of PAI materials, especially regarding multimedia learning of teacher morale materials following the university's vision and mission and student interests, is significant.

Lu'lu Tasri (2011) explains that teaching materials are all forms of content in text, audio, photos, videos, animations, and others that can be used for learning. The material in text and multimedia learning is part of the teaching material, which is an essential component in learning. Based on the subject, teaching materials can be categorized into two types: 1) teaching materials that are intentionally designed for learning and 2) materials that are not designed but can be used for learning. This research focuses on the problem of developing teaching materials that are deliberately designed for learning, namely, how are the results of multimedia development products for learning teacher moral materials for prospective educators? How do students respond to the product? After creating the product, it is hoped that the learning of moral material will be more effective and exciting. It will impact improving the attitudes and noble character of teachers during learning and daily life.

RESEARCH METHODS

This type of research is research and development (Research and Development). Sugiono (2017) stipulates that research and development methods are research methods used to produce specific products and test the effectiveness of these products. This research and development design uses the 4D model of Thiagarajan et al (1974): define, design, develop, and disseminate.

In the define stage for the development of multimedia learning material for Akhlaq teacher, the authors carried out 5 activities proposed by Thiagarajan et al., namely front-end analysis (early-to-late analysis), analysis of student characteristics, analysis of leading tasks and competencies that students must master, analysis concepts that must be taught, and finally develop learning objectives. Learning objectives are set to clarify what behavioural changes are expected after learning by using appropriate operational verbs.

At this sta,ge the author already has an initial product prototype as a reference. This initial product consists of teaching materials, presentation media, and evaluation instruments for mastery of the material. In the design stage, there are four activities: compiling criteria tests, choosing media according to the material and characteristics of students, choosing formats and forms of presentation following learning media, and simulating the presentation of material with the media designed steps.

Furthermore, the authors developed the initial product in two development activities: validating the feasibility of the product design by PAI, linguistic, and multimedia experts and testing the use of the product design on the actual target subject. The data collection instruments used were questionnaires, documents, and validation sheets. Questionnaires are used to find background information, interests, goals, and student responses to the product—documents for drafting material and multimedia products. The feasibility validation sheet is used to assess the feasibility of aspects of material content, language, and learning multimedia. Improvements and suggestions from the expert team were used to improve the material and presentation design. Likewise, the results of trials that include responses and comments from users of teaching materials are used to improve the product.

After the data has been collected, it is then analyzed simultaneously using qualitative and quantitative data analysis techniques. Validation data analysis was carried out with the following steps:

1. Tabulate all data obtained from the validator team and students from the assessment items provided in the validation instrument sheet.

2. Calculate the total average score of each component using descriptive statistics. Formula:

$$P = \frac{x}{x^i} \times 100\%$$

Notes :
P = Procentage per criteria
x = Score for each criterion
x^i = Maximum score for each criterion

The results obtained from the above formula are referred to the eligibility criteria for modified teaching material products from the Center for Books and Curriculum in 2008 as follows:

Table 1. Eligibility Criteria for Learning Multimedia for Akhlaq teacher

No.	Scale (%)	Eligibility Criteria
1	85-100	Eligible with excellent predicate
2	65-84	Eligible with good predicate
3	45-64	Eligible with average predicate
4	0-44	Not eligible

This means that if the validation results get a percentage scale of 45 and above with the category of Average, Good, or Excellent, then the multimedia learning material for Akhlaq teacher is feasible to use. However, if it is below the percentage scale of 44, the product is not suitable for learning.

Meanwhile, the analysis of student response data from the questionnaire used a Likert scale with an interval of 1-5 gradations. According to Sugiono (2018), the Likert scale measures attitudes, opinions, and perceptions of a person or group of people to assess social phenomena. The answer to each item has an interval gradation from positive to negative. Alternative answers use a Likert scale by giving a score for each alternative answer as follows;

Table 2. Alternative Answers with Likert Scale

No.	Answer Alternatives	Mark Weight
1	Strongly Agree/Always/Very Positive/Very Able/Excellent	5
2	Agree/Often/Positive/Able/Good	4
3	Doubtful/Sometimes/Neutral/Able Enough/Good Enough	3
4	Disagree/Almost Disagree/Never/Negative/Incompetent/Poor	2
5	Strpngly Disagree/Never/Very Negative/Unable/Poor	1

Source: Sugiono (2018)

According to the alternative questions on each questionnaire, the score for each student is summed with a maximum of 50 and a minimum of 10. All student responses in 20 questionnaires are then summed again so that a maximum total of 1000 and a minimum of 200 are obtained. More details are as follows:

1. Highest score = 20 X (50) = 1000
2. Lowest score = 20 X (10) = 200
3. Rating category = 5
4. Value range = 1000-200 / 5 = 160
5. The total score of the assessment will be referred to the student response criteria as shown in table 3 below;

Table 3. Criteria for student response questionnaires

No.	Total Score	Criteria
1	200-360	Very Poor
2	361-520	Poor
3	521-680	Average
4	681-840	Good
5	841-1000	Excellent

In the disseminated stage, three activities are carried out; namely, 1) the use of products that real subjects have revised to measure the achievement of learning objectives, 2) packaging printed products correctly so that users can use them, and 3) dissemination in seminar activities, disseminated in the form of modules so that can be absorbed, and can be adopted by others. The object of this research is the feasibility of the teacher's moral material and learning multimedia. The target user subjects are 20 students of STKIP Al Hikmah Surabaya. The research time starts from 18 August 2020 to 30 July 2021.

RESULTS AND DISCUSSION

Based on the early-late analysis of the objectives and the main PAI learning materials, morality has not changed. The morals and multimedia learning materials are developed according to the needs of prospective educators. Through a questionnaire analysis of student characteristics, it was found that most of them graduated from high school or equivalent with minimal Islamic insight, had never lived in a pesantren, had never studied moral books, actively surfed on social media, had an interest in becoming a teacher, and liked creative and innovative things. The main task and competence that must be possessed are to analyze the morals of teachers in Islam so that they can internalize noble moral values within themselves. Multimedia learning is designed with the concept of student-centred Learning using the MOODLE platform, namely e-learning.hikmahuniversity.ac.id. The teacher's moral material is taken from the Koran, hadith, and ijtihad Muslim education experts such as KH. Hasyim Asy'ari, KH Imam Zarkasyi, Ki Hajar Dewantara, Imam Al-Ghazali, Az-Zarnuji, and Badruddin Ibn Jama'ah in their books. The critical points of the material are presented in attractive learning multimedia so that students can access it whenever and wherever they are.

This defined stage ends with the determination of learning objectives in Basic Competencies. Namely, students can analyze the teacher's morals and apply noble moral values in learning and everyday life. This goal can be achieved through several indicators, 1) can understand morality and distinguish it from ethics and morals, 2) can connect the spirituality of tasawwuf and noble character, 3) can analyze the morals of murobbi teachers, and 4) can apply noble character by imitating the Prophet Muhammad and some scholars of the Sunnah wal Jama'ah (ASWAJA).

The design of teaching materials for Akhlaq teacher consists of several sub-chapters, namely 1) differences in character, ethics, and morals, 2) the relationship between noble character and the teachings of Sufism, 3) the main character of teachers, 4) teacher etiquette in learning, and 5) the example of the Prophet and ASWAJA scholars. The systematic presentation of teaching materials starts from the learning objectives, apperceptions of the material's relation to the current teacher's moral problems, challenges and expectations in the future, core materials, summaries, competency tests, and bibliography. To make it more interesting, varied teacher activity designs and pictures were added that match the material. The design of learning multimedia begins with conceptualizing the login page, welcome page, main page (instructions, introductions, materials, exercises, and evaluations), bibliography, and compiler pages. Then a flow chart is made for the design of making learning multimedia.

Result of Material Validation and Multimedia Learning of Akhlaq Teacher

The validation process by experts was carried out after the initial draft of the teacher's moral learning multimedia was designed. The validators consist of PAI material, linguistic, and multimedia experts. They assess products based on components and indicators on a validated assessment instrument sheet. The results of the validation and recap of the initial product assessment are as shown in tables 4, 5, 6, and 7 below:

Table 4. The results of the validation of PAI material experts

Component	Indicators	Score 1	2	3	4
1. Compliance with PAI and KD guideline	Materials comprehensiveness				√
	Materials scope				√
	Materials depth			√	
2. Materials accuracy	Concepts accuracy				√
	Principle accuracy				√
	Procedure's accuracy			√	
	Example, facts, illustration accuracy				√
	Exercise accuracy				√
3. Supplementary activities materials	Updated features, examples and references				√
	Reasoning			√	
	Communication				√
	Application				√
	Problem-solving				√
	Enrichment of materials				√
	Encourage more information				√
	Materials attractiveness				√
Total			61		
Maximum total score			64		
Eligibility percentage			**(61/64) X 100% = 95, 31%**		

Table 5. Results of linguistic expert validation

Components	Indicators	Score 1	2	3	4
1. Compatibility with PUEBI	The suitability of the use of standard words			√	
	Confirmation of words and sentences written in bold/italics				√
	Affirmation of titles, chapters, subchapters				√
2. Language compatibility with the level of student development	Conformity with the level of the intellectual development of students			√	
	Conformity with the level of social development of students			√	
3. Communicative	Messages readability				√
	Communicative sentences			√	
	The accuracy of language rules				√
4. Coherence and coherence in the flow of thinking	Sequence and coherence between sub-chapters			√	
	Sequence and coherence between paragraphs				√
Total			35		
Maximum total score			40		
Eligibility percentage			**(35/40) X 100% = 87, 50%**		

Table 6. The results of the validation of multimedia experts

Components	Indicators	Score 1	2	3	4
1. Multimedia engineering	Effective use			√	
	Easy to use				√
	Multimedia attractiveness		√		
2. Visual communication	Communicative		√		
	Easy to read			√	
3. Multimedia display	An appropriate and clear picture			√	
	Appropriate and clear video		√		
	Appropriate and smooth video		√		
	Coherence and alignment between slides			√	
	The suitability of the point with the text material				√
Total				28	
Maximum total score				40	
Eligibility percentage			(35/40) X 100% = 87, 50%		

Table 7. Recap of the validation results of PAI material experts, linguistics, and multimedia

No.	Assessment Aspect	Percentage	Category
1	Content	95,31%	Excellent
2	Language	87,50%	Excellent
3	Multimedia	70%	Good
	Total	**252,81%**	
	Mean	**84,27%**	**Good**

The recap of the validation results shows that the content of the teacher's moral material gets a percentage value of 95.31% in the Excellent category, linguistics gets 87.50% in the Excellent category, and Multimedia receives 70% in the Good category. The total percentage of the three aspects of the assessment is 252.81%, with an average percentage value of 84.27% in the Good category. The validators also provide suggestions and comments on the initial product to add depth to the material and reasoning with moral analysis by self and others, in linguistic material to be consistent in using standard words and communication according to students' intellectual and social development. In multimedia, it is recommended to increase the clarity of sound and video, add to the attractiveness of multimedia with motion animations that are appropriate for the age of students, and be more communicative. All suggestions and comments become material for revising the initial product to become a better second product before being used by the target subject.

Student Response Questionnaire Results
The second product was tested on second-semester students of STKIP Al Hikmah Surabaya, totaling 20 people. The trial was carried out by providing learning using multimedia learning material for Akhlaq teacher developed and revised. After learning, the test subjects were given a questionnaire to determine the response of each to the learning multimedia. Based on the questionnaire, the total score was 880 and an average of 4.40 with Excellent criteria with details for each question as shown in table 8 below;

Table 8. Results of student response questionnaires based on each question

| | Question no- | | | | | | | | | | Score |
	1	2	3	4	5	6	7	8	9	10	
Total Score	80	85	90	94	82	97	90	88	94	80	880
Mean	4,00	4,25	4,50	4,70	4,10	4,85	4,50	4,40	4,70	4,00	4,40

CONCLUSION

Research and development of multimedia learning material on Akhlaq teacher for prospective educators use the 4D model design of Thiagarajan et al. Multimedia learning is designed with the concept of student-centred Learning using the MOODLE platform, e-learning.hikmahuniversity.ac.id. The teacher's moral material is taken from the Koran, hadith, and ijtihad Muslim education experts such as KH. Hasyim Asy'ari, KH Imam Zarkasyi, Ki Hajar Dewantara, Imam Al-Ghazali, Az-Zarnuji, and Badruddin Ibn Jama'ah in their books. Based on the assessment of PAI, linguistic, and multimedia material experts, the product received a total percentage of 252.81% and an average of 84, 27% in the Good category. Meanwhile, the student response questionnaire to the product got a total score of 880 with Excellent criteria. This result is in the range of 841-1000 in the Excellent category. These results indicate that this multimedia product for learning Akhlaq teacher is appropriate for lecturers and prospective educators.

It is hoped that this multimedia learning material for Akhlaq teacher for prospective educators will continue to be used and developed according to student interests and the university's vision and mission. The way of presentation in learning multimedia is also adapted to the development of information technology so that it is not outdated. The learning of Akhlaq teacher does not stop in class but can be continued in the process of habituation, acculturation, and internalization of values in prospective educators outside the classroom.

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