

Needs Analysis of Adobe Flash Media on Akidah Akhlak Subject for Grade 11 Students at MA Muslimat NU Palangka Raya

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi hambatan-hambatan yang dirasakan siswa dalam pembelajaran Akidah Akhlak. Selanjutnya, kami mengidentifikasi media yang digunakan selama proses pendidikan, menunjukkan media yang sebaiknya dikembangkan dalam pembelajaran Akidah Akhlak, dan memberikan analisis kebutuhan media Adobe Flash pada mata pelajaran Akidah Akhlak. Jenis penelitian yang digunakan adalah penelitian dan pengembangan (R&D) dengan menggunakan model pengembangan 4D yang dibatasi pada tahap Develop saja. Untuk mengumpulkan informasi, peneliti menyebarkan kuesioner online kepada siswa Kelas XI MA Muslimat NU Palangka Raya melalui media sosial WhatsApp. Metode analisis yang digunakan adalah analisis deskriptif kualitatif. Hasil sebaran survei menunjukkan bahwa mata pelajaran Akidah Akhlak populer di kalangan pelajar karena dianggap sebagai sesuatu yang perlu dipahami dan dipelajari oleh pelajar. Sebanyak 80% guru menggunakan LKS sebagai media pembelajaran yang populer di kelas mereka. Mata pelajaran Akidah Akhlak juga memiliki materi yang menimbulkan kesulitan bagi siswa, seperti aliran ilmu Kalam. Sebanyak 27,5% siswa mengalami kesulitan memahami alur-alur yang terdapat dalam materi. Sebanyak 75% siswa memerlukan media Adobe Flash sebagai media pembelajaran dalam proses belajar mengajarnya. Adobe Flash dikemas semenarik mungkin sehingga merangsang minat belajar siswa dan memungkinkan mereka menguasai materi yang diajarkan serta mencapai tujuan pembelajaran..

Kata Kunci: Media, Adobe Flash, Akidah Akhlak

Abstract

The purpose of this study is to identify the strengths and weaknesses that students in the Akidah Akhlak program are taught. Subsequently, we identify the media used in the educational process, recommend media that should be properly developed for the study of Akidah Akhlak, and provide an analysis of the requirements for Adobe Flash media in the study of Akidah Akhlak. One type of research that is used is research and development (R&D) using a 4D model of growth that is adjusted at the stage of development only. In order to gather information, the researchers sent an online questionnaire to the Kelas XI MA Muslimat NU Palangka Raya students via WhatsApp social media. The analytical method used is a deskriptifkualitatif analysis. The results of the survey indicate that the Akidah Akhlak language is widely taught in the learning community because it is perceived as something that students need to understand and have knowledge of. About 80% of teachers use LKS as a popular teaching medium in their classrooms. Additionally, the Akidah Akhlak curriculum contains materials that cause students to become anxious, such as the aliran

Kalam. Approximately 27% of students experience difficulty understanding the language used in the material. About 75% of students require Adobe Flash as a learning resource during the course of their studies. Adobe Flash is designed as carefully as possible to enhance students' learning experience and enable them to comprehend the material being taught as well as meet learning objectives.

Keywords: *Media, Adobe Flash, Akidah Akhlak*

INTRODUCTION

According to KBBI, education is the process of changing the behaviour of individuals or groups in improving human thinking by training and teaching. (Rusmaini, 2019). Education is a method to achieve the desired results, increase human potential, develop moral and spiritual qualities. (Khasanah et al., 2022).. Islamic education is education that has the aim of making a good Muslim, advancing all human potential in order to form a good soul and body, building harmonious relationships between humans and the universe, humans and God. Islamic religious education means an effort to teach the values of Islamic teachings to someone in order to have a view of life and a good attitude of behaviour. The activity of teaching Islam aims to support students in developing the values of Islamic teachings so that they can be used as a way of life. (Daulay, 2019).

Learning morals is one of the main tasks of Islamic Education teachers. Learning strategies are included in one of the components that affect the world of education. Especially those that are closely related to the student's moral education process because they affect the experience and understanding of moral values. Then it also affects the level of student awareness in applying noble values, both non-formal and formal. (Lathifah & Irawan, 2023). The subject of akidah akhlak is one of the subjects included in PAI learning. The subject of Akidah Akhlak, which is carried out consciously, aims to make students more obedient to Allah SWT, and achieve success and good results. Substantial moral development is the main goal of Islamic Education. This can be realised through learning akidah akhlak which is a very important thing because in the future it can shape students' behaviour, attitude, and identity. (Bukhoriansyah, 2017). The purpose of the Akidah Akhlak subject is to improve a balanced attitude pattern in students through training in the fields of psychology, intellect, thinking, feelings, and emotions. Akidah Akhlak learning must emphasise all aspects, including spiritual, intellectual, imaginative, physical, scientific, or linguistic aspects. All of this aims to guide students to adopt Islamic values that encourage excellence and perfection in life. (Fatimatuzahroh et al., 2019).

Based on observations, students do not consider the subject of Akidah Akhlak difficult because they consider it important to understand it and apply it in everyday life. Nonetheless, there are some parts of the material, particularly in the area of the school of kalam, that are still difficult to understand and inaccessible to them. Several factors, including the lack of attractive learning media used by teachers in the classroom, can cause students' difficulties and inability to understand the explanations.

Learning media becomes a bridge to transmit messages and information from sources with careful planning, creating a supportive learning environment so that students and teachers can carry out the learning process effectively and efficiently. (Qomariyah, 2016). Learning media helps clarify the messages conveyed and ensure the achievement of learning objectives effectively and efficiently during learning. (Azis, 2021). Learning media is a tool to convey messages through various media with the aim of creating an effective learning process, developing students' thoughts, feelings, and motivation, providing new information, and achieving learning objectives (Daniyati et al., 2023). (Daniyati et al., 2023)..

In Cecep Kustandi's book, "By using good educational media, the quality of teaching can be improved and learning outcomes improved". (Kustand, 2019). From this quote, the use of appropriate learning media is one way to improve learning outcomes and learning quality. In order for the quality of learning to improve, it must have logical thinking in learning activities, must support the improvement of the quality of education and the application of media. With the rapid development of technology today, the use of ICT as a means of learning in educational institutions can be used to improve the quality of education.

The utilisation of current technological advances is used by teachers to make learning media more diverse, creative, and innovative. (Rohmah, 2021). Learning media that utilise this technology are usually called ICT-based learning media. ICT-based learning media is a medium used to transfer, load data, process information. So that in the process of communicating each information students are easy to understand. (Karlina et al., 2018).. ICT-based learning media is a means of disseminating learning resources that provide subject matter in the student environment in the form of information and communication technology, namely software, hardware, computer infrastructure, and network systems. Some types of ICT-based learning media involve: a) Computer technology: involves

hardware and applications as the basis for comparison b) Multimedia technology: includes video cameras, digital cameras, sound players, video players, etc. c) Telecommunication technology: involves the use of e-mail, Facebook, Twitter, and other communication platforms d) Computer network technology: includes wireless network, ethernet, internet, etc. Computer programmes such as HTML, e-mail, websites, and database applications are also ICT-based learning media. For example, the database application used is Adobe Flash. (Suryani, 2015).

Adobe Flash is one of the uses of ICT-based learning media to improve students' learning experience, understanding of the material taught, and improve learning outcomes. Adobe Flash is an innovative technology that can be applied in an educational context. (Harahap & Siregar, 2020). The Adobe Flash CS6 programme functions to create digital image-based 2D or 3D animations that are often used for animation in multimedia presentations. These presentations can consist of slide after slide that includes images, audio, and even video. Adobe Flash can be integrated with other programmes such as XML, PHP, and HTML. Adobe Flash results can be displayed through various media such as VCD, mobile phones, DVDs, and websites. (Rano, 2020).

The advantages of Adobe Flash CS6 have features that include popular animation techniques for websites, small file size yet high quality, minimal hardware requirements, and can be used to create a variety of content such as websites, interactive CDs, animated cartons, electronic graphic cards, and banner ads. Other features involve website creation, slideshows, and various other capabilities. Other media such as CD-ROM, VCD, DVD, TV, and mobile devices can support Adobe Flash CS6. (Febrianto, 2018). In addition, the software is often used as a learning tool, allowing creators to create navigation buttons, customise animation effects, and generate various common formats such as SWF, GIF, and JPG. Its content can be converted into various application formats, including HTML, EXE, and MOV. However, the drawbacks of Adobe Flash include the lack of people who have the skills to create such media content, the time-consuming creation process as it needs to improve its quality, and the need for expensive hardware (Rano, 2020). Then the making is all manual so that it makes it complicated in making, the device used must have Adobe Flash Player, which can make users difficult if the device has not installed Adobe Flash Player, requires a lot of variables to name the objects played, both in the name of sound, moving images, mathematical calculations and images. (Febrianto, 2018).

In a study conducted by Lenni and Anggi, using Adobe Flash as a teaching tool was proven to increase student enthusiasm and learning achievement. (Rahmaibu et al., 2016).. In addition, in a study written by Farida et al, it showed that the increase in learning outcomes had a significant increase between after and before using Adobe Flash learning media. (Harahap & Siregar, 2020).

From the above problems, researchers are interested in discussing Adobe Flash as a learning media in schools with the title "Analysis of Adobe Flash Learning Media Needs in Akidah Akhlak Subjects for Grade 11 Students at MA Muslimat NU Palangka Raya".

RESEARCH METHODS

The *Research and Development* (R&D) applied in this study is with the development paradigm, which involves *Define, Design, Develop, Disseminate* (4D). However, in the context of this study, the researcher's focus is limited to *Develop*. R&D research is an approach that uses methods to develop and evaluate products, especially in the context of education. There are various growth models that can be applied in this type of research, but the most common is the 4D model that is often used by researchers.

The following is a chart and explanation of the R&D development model with the *Define, Design, Develop* stages.

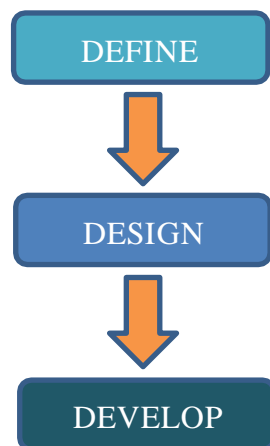


Figure 1 Chart of the stages of R&D research

The definition phase is a defensive tactic that makes use of real examples in analysing needs. Activities covered in this phase include initial analysis, student analysis, task analysis, concept analysis, and elaboration of learning objectives. The design process, as the method applied by the researcher, aims to create a prototype of the product. Activities

in this phase involve standardisation testing, media selection, format selection, and media determination. Meanwhile, the development phase is a step towards product innovation. Currently, there are two commonly used approaches: expert analysis and development testing.

The method in conducting data acquisition is to distribute online questionnaires through WhatsApp social media to grade 11 students at MA Muslimat NU Palangka Raya. The questionnaire is distributed in the form of a Google Form platform. This research begins with an initial preliminary research stage to find out the problems that occur during the learning process. Then collect information in order to get a solution to the problems that occur.

The data generated in the research belongs to the type of qualitative data. The data is in the form of words that form a sentence and are arranged in several paragraphs. The research findings reveal a comprehensive picture of the use of learning media and the emergence of obstacles during the learning process.

RESULTS AND DISCUSSION

This research was conducted by distributing questionnaires online through WhatsApp social media at MA Muslimat NU Palangka Raya. The questionnaire distributed is in the form of a Google Form platform. The research sample was class 11 MIPA with 36 students. The results obtained are in the form of readiness data regarding the Needs Analysis of Adobe Flash Media in Akidah Akhlak Subjects for Grade 11 Students at MA Muslimat NU Palangka Raya. In the observation questionnaire, the first question aims to find out whether students like the subject of akidah akhlak. Figure 2 shows the responses expressed by students.



Figure 2 Diagram of the results of student responses to the Akidah Akhlak subject

Based on Figure 2, 100% of students expressed a deep appreciation for the Akidah Akhlak subject. They agree that understanding and applying the knowledge gained is necessary to develop identity, strengthen personality and be able to recognise positive values in everyday life. The subject of moral creed is encouraged to cover all dimensions, including intellectual, spiritual, physical, imaginative, linguistic, and scientific aspects. It is intended that the development of students can lead to virtues based on Islamic values and achieve achievements in achieving the perfection of life. This agrees with (Burhanuddin et al., 2023) who said that the subject of Akidah akhlak is a subject that must be followed in Madrasah. Akidah Akhlak subject matter is education that teaches the importance of Islamic religious teachings, which aims to foster character, student morals based on the values of Islamic teachings, this is done through a process of guidance to students so that they are able to understand, inspire and practice Islamic religious teachings.

The second question in the questionnaire aims to determine students' understanding of the learning media used by teachers when teaching Akidah Akhlak. Figure 3 shows the responses expressed by students.

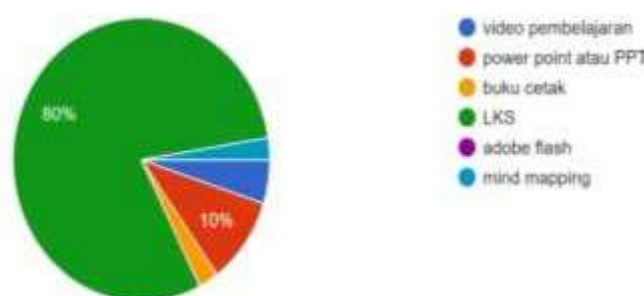


Figure 3 Diagram of learning media used during teaching

Based on the explanation of Figure 3, the questionnaire results show that teachers use learning media when carrying out the learning process of moral creed 80% use LKS. Then 10% use *power point* or PPT. And 5% use learning videos. In addition, 5% use printed books and mind mapping.

This learning media is distributed by giving it directly to students or in the face-to-face learning process. Then during teaching the teacher explains again according to what is on the LKS. In utilising learning media, teachers need to have a deep understanding of the material being taught so that when delivering the material students can understand what

is being explained. This agrees with (Faradila & Aimah, 2018) who said that the use of learning media aims to assist teachers in delivering material more easily, thus facilitating students' understanding of the subject matter.

The third question aimed to find out what materials students found difficult. Figure 4 displays the responses given by the students.

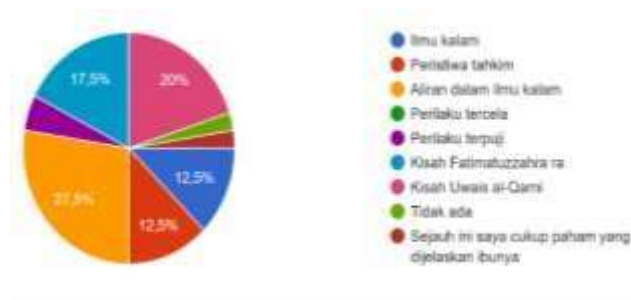


Figure 4 Diagram of student responses to material that is considered difficult

Based on Figure 4, researchers have provided various choices of moral creed material in class XI. The result is 27.5% of students have difficulty in understanding the flow material in kalam science. Students tend not to understand the schools that exist in the science of kalam material. This is because the explanation in the students' LKS book is incomplete, so students have difficulty understanding and learning the schools and remembering important figures in the material.

The fourth question in the angkert aims to understand the needs of students when developing ICT learning media in the form of Adobe Flash. The results of students' opinions are presented in Figure 5.

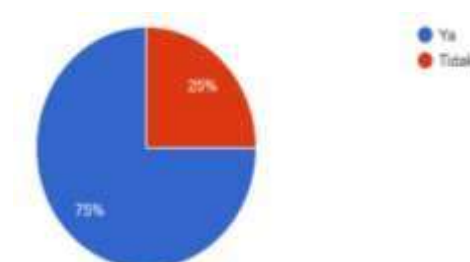


Figure 5 Adobe Flash learning media requirements diagram

Based on Figure 5, 75% of students need Adobe Flash media as learning media in the learning process. Current technological advances have a significant impact on the utilisation of media, especially Adobe Flash which is simply designed. Adobe Flash

encourages students' active involvement in the learning process, helping them to understand the material taught and achieve learning objectives. This is in agreement with (Muttaqin & Darodjat, 2019) who said that with the development of technology, the use of Adobe Flash must be developed to be more diverse so that students are more interested in participating in learning activities.

CONCLUSIONS

From the observations made through the distribution of *online* questionnaires, the following conclusions can be drawn:

- a. Moral creed lessons are liked by students because they are considered mandatory for students to understand and learn in order to shape their identity, positive behaviour in everyday life.
- b. The learning media that is often used during learning takes place 80% of teachers use LKS.
- c. In Akidah Akhlak lessons, there are materials that are considered difficult by students, including one of them is understanding the sects in kalam science. As many as 27.5% of students have difficulty in understanding the schools in the material.
- d. As many as 75% of students need Adobe Flash media as learning media during their studies. The attractive packaging of Adobe Flash can increase students' interest in learning, so that they can better understand the material taught and achieve learning objectives.

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