# THE EFFECT OF USING MULTIMEDIA TOWARDS STUDENTS' ACTIVITIES AND LEARNING OUTCOME IN ISLAMIC CULTURAL HISTORY SUBJECT AT THE SEVENTH GRADE STUDENTS OF MTsN 1 BUKITTINGGI

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**Abstract**

The effect of using multimedia towards students' activities and learning outcomes in islamic cultural history subject at seventh grade students of MTsN 1 Bukittinggi. The problem of this research was that the Islamic Cultural History subject  was still taught by using the conventional media by using the textbook as the main media in teaching process.  As a result, the students' activity had no imrpovement and the score was still under minimum completeness standard that made the use of significant media was undoubtedly needed that also would had positive effect towards students' activity which would give major effect towards students' outcome. This research was an experimental research. The population of the research were all students at VII.1 to VII.10  (overall 10 classes) in MTsN 1 Bukittinggi.  The sample was VII.2 as the experimental class and VII.10 as the control class.  The sample class decision  was conducted by using normality test and homogeneity test. The data was collected by using test and questionary and was analyzed by using T-Test and Anova. The findings of the research showed  that: 1)  multimedia was taking the top of categories with the percentage amount 82.25%. 2)  The activities on learning process was  taking the top of categories with the percentage amount 85.83%. 3) The learning score of experiment classes was taking the top of categories with average percentage amount 81.15%,  hence the control class without multimedia treatment was on 78.8.  4) According to the result of data analysis, there were conclusions that could be taken. Firstly,  the learning material about Khulafa Urrasydin which was delivered by using multimedia was having more activities than the conventional media. Secondly, the learning material about Khulafa Urrasydin which was delivered by using multimedia was having the better learning outcome than the conventional class. Lastly, the learning material about Khulafa Urrasydin which was delivered by using multimedia was having better activities and learning score than the students which  was learned by using conventional media.

**Keywords:** Multimedia, Learning Activities, Learning Score.

## 1.0 INTRODUCTION

**Background of the Problem**

Education is a conscious and planned effort to help developing the potential and abilities of students so that they can be beneficial for the interests of their lives as individuals and citizens or society. Based on the development experienced by students, a deliberate and planned effort called education is aimed at assisting students in dealing with and carrying out the developmental tasks they experience in each period of development. In other words, education is seen as having a major role in achieving the success and development of students.[1] Through education, students are able to develop their potential in accordance with the demands in Law No. 20 of 2003 concerning the National Education System article 1 paragraph 1 which states:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society and the state."[2]

The statement describes that education is an effort made to create an atmosphere and learning process to develop the potential of students, learning activities are essentially a communication process, namely the process of delivering messages from the source of the message through certain channels/media to the recipient of the message.[3] The message to be conveyed is the content of a learning topic that is in the curriculum, the source of the message can be the teacher, the channel is the learning media, and the recipient of the message is the student, in any form of learning communication the role of the media is needed.

The media is not only used in learning from a teacher to his students in the learning process, the Al-Quran itself is one of the media used in conveying the revelation of Allah SWT to the Prophet Muhammad which is then conveyed to mankind, as contained in the Al-Quran Surat An-Nahl verse 89:

وَيَوْمَ نَبْعَثُ فِى كُلِّ أُمَّةٍ شَهِيدًا عَلَيْهِم مِّنْ أَنفُسِهِمْ وَجِئْنَا بِكَ شَهِيدًا عَلَىٰ هَـٰٓؤُلَاءِ ۚ وَنَزَّلْنَا عَلَيْكَ ٱلْكِتَـٰبَ تِبْيَـٰنًا لِّكُلِّ شَىْءٍ وَهُدًى وَرَحْمَةً وَبُشْرَىٰ لِلْمُسْلِمِينَ ۝

It means:

*(And remember) the day (when) We raised up in every Ummah a witness against them from themselves, and We brought you (Muhammad) as a witness over all mankind. And We have sent down to you the Book (the Qur'an) to explain everything and guidance and mercy and good tidings for those who surrender. (Surah An-Nahl: 89)*

Media is everything that can be used to stimulate thoughts, feelings, attention, and learning progress so that it can encourage the learning process to occur in the learning itself.4 The media chosen by the teacher can certainly stimulate thoughts, feelings, attention, and

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[1] Suryo Subroto, *Beberapa Aspek Dasar-dasar Kependidikan* (Jakarta: Rineka Cipta, 2010), p. 2

[2] Direktorat jendral Pendidikan Islam Departeman Agama RI; *Undang-undang dan Peraturan pemerintah tentang Pendidikan*, (Jakarta: 2006), p. 21

[3] Arif S. Sadirman, dkk, Media Pendidikan"pengertian, Pengembangan dan Pemanfaatan", (Jakarta: PT Raja Grafindo Persada, 2007), p. 11

[4] Hujair AH. Hanaky, *Media Pembelajaran,* (Yogjakarta: Safira Insani Press, 2009), p. 4

learning progress so as to be able to make students follow learning well so that learning outcomes will be good.

Currently, the use of learning media used by teachers is still mostly conventional, where the use of textbooks as learning media is still the main media in the learning process, so students are less interested in participating in learning, teachers should be able to choose and use learning media that are more varied and appropriate with the times, so that students are more active in learning, and do not get bored quickly in participating in learning and can learn more effectively to achieve better learning outcomes.

In the 2013 curriculum, teaching Islamic Cultural Historical subject requires a teacher who is truly professional and competent in his field, especially in the formation of student competencies. Islamic Cultural Historical subject as knowledge that explores values, meanings, ibrah/wisdom, propositions and theories from existing historical facts. Therefore, in certain themes, indicators of learning success will arrive at the achievement of the affective and psychomotor domains. So it is hoped that Islamic Cultural Historical subject in madrasas are not only a transfer of knowledge learning process but also value education.

The characteristics of Islamic Cultural History subjects need to be identified in the context of developing a character-based syllabus for these subjects. The scientific structure of a subject involves the dimensions of Core Competence (KI), Basic Competence (KD), indicators and subject matter. The results of the characteristics of these dimensions are described in the form of a syllabus and subject plan.

Based on information obtained from Islamic Cultural Historical subject teachers and observations made by researchers at MTsN 1 Bukittinggi located in Kubu Gulaibancah, Mandiangin Koto Salayan sub-district, Bukittinggi , the learning media used by Islamic Cultural Historical subject teachers in this school was still the same as most other school teachers, namely conventional media, sourced from textbooks so that learning activities seem less interesting and student activity was not improved.

The Islamic Cultural Historical subject is one of the subjects collected in Islamic Religious Education which consists of the Qur'an Hadith, Akidah Akhlak, Jurisprudence and History of Islamic Culture. In accordance with the attachment of the Minister of Religion Regulation No. 912 of 2013 that the History of Islamic Culture is a record of the development of Muslim life from time to time in terms of worship, muamalah and morality as well as in developing a life system or spreading Islamic teachings based on faith. The characteristics of Islamic Cultural History are emphasizing on the ability to take Ibrah or wisdom (subjects) from Islamic history, imitate outstanding figures, and relate them to social, cultural, political, economic, science and technology phenomena and arts, and others to develop culture and civilization. Islam today and in the future.[5]

As a relation with this causes students to lack motivation to learn, so that in the learning process many students did not pay attention to what the teacher said, students often disturb other friends, there was still a lack of teacher ability in choosing and using learning media, lack of student activity in learning, Islamic Cultural Historical subjects are considered difficult and boring, student learning outcomes in Islamic Cultural Historical subjects were still not many who reach the minimum completeness standard that had been set, namely 75.

Problems that occured to students in the classroom during the learning process were serious problems that must be considered and appropriate solutions were needed to overcome them. The solution needed was a solution that can overcome student learning problems, both problems that come from inside and outside the students as well as learning media that were

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[5] Peraturan Menteri Agama nomor 912 tahun 2013 tentang Kurikulum Pendidikan Agama Islam di Madrasah

always used by teachers during learning. So that the solutions given can improve student learning outcomes for the better.

Efforts to improve student learning outcomes cannot be separated from various factors that influence it, both internal and external factors. In this case, creative teachers are needed who can create an interesting and fun learning atmosphere with the use of varied media so that students are active in learning. A pleasant learning atmosphere needs to be planned and built in such a way, using the right learning media so that students can interact with each other which will ultimately have an impact on good student learning outcomes. Teachers can use various types of interesting learning media so that they can impress students in the learning process.

Based on this, of course, student activities in learning are not optimal and ultimately have an impact on student learning outcomes, many of which have not yet reached the specified Minimum Completeness Criteria of 75. This can be seen in table 1 below which describes the acquisition of Islamic Cultural Historical learning outcomes for seventh grade in MTsN 1 Bukittinggi.

Table 1. Average Daily Test Scores of Islamic Cultural Historical Subject for Grade VII Students of MTsN 1 Bukittinggi Academic Year 2016/2017

| NO | Class | Numbers of student | Quiz Average Score |
|---|---|---|---|
| 1 | VII 1 | 40 | 73,9 |
| 2 | VII 2 | 40 | 73,9 |
| 3 | VII 3 | 40 | 74,6 |
| 4 | VII 4 | 40 | 72,8 |
| 5 | VII 5 | 40 | 74,4 |
| 6 | VII 6 | 40 | 74,0 |
| 7 | VII 7 | 40 | 73,7 |
| 8 | VII 8 | 40 | 73,6 |
| 9 | VII 9 | 40 | 74,1 |
| 10 | VII 10 | 40 | 74,0 |

Source: Islamic Cultural Historical Subject teacher at MTsN 1 Bukittinggi

Based on table 1 above, it can be seen that the Islamic Cultural Historical Subject learning outcomes of grade VII students were still low. Class VII.4 got an average score of 72.8 which was the lowest score and class VII.3 got a value of 74.6 which is the highest average value with the Minimum Completeness Criteria set at 75. In the table, it can be seen that there are 2 classes that have the lowest score that are 71.48 for VII.1 and 71.75 for VII.4, where obviously there were factors that influence it such as lack of enthusiasm and confidence in learning, low motivation to learn, less active students express opinions in the learning process, and the learning media used by teachers were still conventional learning media that still use textbooks as media and students were not interested in following the subject.

Associated with the low learning outcomes of students in Islamic Cultural Historical subject, there were many things that could be done, for example choosing learning media that could be interesting to students and also expected to increase student activity in learning, one of them was the use of varied media or Multimedia.

Multimedia simply can be interpreted as more than one media, multimedia Multimedia is a combination of various combinations of graphics, text, sound, video, and animation, this

merger is a single entity that together displays information, messages, or subject content.[6] Nely Indra and Dedy in Beeckman and Quinn, suggesting that Multimedia is a combination of text, graphics, animation, video, music, sound/narrative and sound effects used to convey messages or information.[7] This merging concept requires several types of hardware devices, each of which continues to carry out its main function, and the computer is the controller of all of these equipment.

In the learning process using computer-controlled multimedia can be more effective and efficient in improving student learning outcomes, because multimedia makes students more interested in the presence of video, sound and even animation, so that the learning delivered is interesting, fun, easy to understand and clear, so that they are not bored in participating in learning and their activities will also be more visible in learning.

The multimedia that the writer means in this study is the multimedia used by the teacher in learning which includes: Text, Graphics, Animation, Audio, Video, and Images (Image), this can be used as an alternative to increase student activities and learning outcomes in Islamic Cultural Historical subject, without activities, the learning process will not be possible to take place properly. Therefore, it is necessary to have student activities and the ability of teachers to use a variety of media, so that students do not feel bored and student activities in learning can be seen.

Activities and student learning outcomes are a reflection of the quality of learning, student activities and learning outcomes are a reflection of the learning conditions created in schools, teachers play a very important role in influencing student activities and learning outcomes, because teachers regulate the learning process in schools. The learning process so far in schools still seems to be teacher-oriented (teacher oriented) who considers the teacher to be the only main and all-knowing source, while students only accept what is given by the teacher, so students are only passive, and teachers act actively in learning process.

The reality that has happened so far is that students only receive subjects from the teacher by listening to the teacher's explanation and completing exercises and tasks that the teacher gives, such as making notes or summaries of the material they have learned, students are reluctant and not interested in studying more deeply about the material they have learned. even reluctant to ask if there is material or questions that they do not understand, so that student activities are not visible and subsequently the learning outcomes are low.

Learning outcomes are the abilities that students have after they receive their learning experiences.[8] According to Suprijono quoted by M Thobroni, learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. Referring to Gagne's thinking, learning outcomes are in the form of the following: (a) verbal information (b) intellectual skills (c) cognitive strategies (d) motor skills (e) attitudes.[9] Learning outcomes are benchmarks that determine the high student mastery of success in mastering a subject. Learning outcomes can be used to see the extent to which a person has carried out the learning process for himself.

Based on the background described above, the researchers are interested in conducting research on grade VII students of MTsN 1 Bukittinggi in Islamic Cultural Historical Subject to find out how the influence of using multimedia on students' activities and learning outcomes.
Problem Limitation

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[6] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2013), p. 162

[7] NelyIndra Meifiani dan Tika Dedy Prastyo, *jurnal Pengembangan Media Pembelajaran Peluang Berbasis Multimedia interaktif untuk mahasiswa* STKIP PGRI Pacitan, p. 167

[8] Nana Sudjana, *Penilaian hasil poses belajar mengajar,* (Bandung, PT Remaja Rosdakarya, 1999), p. 22

[9] M.Thobroni, *Belajar dan Pembelajaran*, (Yogyakarta, Ar-Ruzz Media, 2015), p. 20

Based on the identification of the problems stated above, the limitation of the problem in this study was the influence of Multimedia on learning activities and Islamic Cultural Historical Subject learning outcomes in grade seven at MTsN1 Bukittinggi.

## 2.0 PROBLEM FORMULATION

Based on the problem limitations that had been described previously, the formulation of the problem in this study can be formulated specifically, as follows:

i. How high was the influence of using multimedia on student learning activities in Islamic Cultural Historical subject at grade seven at MTsN1 Bukittinggi.

ii. How high was the effect of using multimedia towards students' learning outcome in Islamic Cultural Historical subject in grade seven at MTsN 1 Bukittinggi.

iii. How high was the effect of using multimedia on students' activities and learning outcomes in Islamic Cultural Historical subject at grade seven at MTsN 1 Bukittinggi.

## 3.0 RESEARCH OBJECTIVES

The purpose of this study in general was to provide an overview of the effect of using multimedia on student' activities and learning outcomes in Islamic Cultural Historical subject at grade seven at MTsN1 Bukittinggi.The purpose of this research specifically was to find out:

i. The effect of using multimedia on student learning activities in Islamic Cultural Historical Subject at grade seven at MTsN1 Bukittinggi.

ii. The effect of using multimedia on student learning outcomes in Islamic Cultural Historical Subject at grade seven at MTsN1 Bukittinggi.

iii. The effect of using multimedia on students' activities and learning outcomes in Islamic Cultural Historical Subject at grade seven at MTsN1 Bukittinggi.

## 4.0 RESEARCH TYPE

This research was classified as a quasi-experimental research because this research examines the effect of using multimedia on learning activities and learning outcomes of Islamic Cultural Historical Subject, grade VII students of MTsN1 Bukittinggi. This study aimed to obtain information that is thought that can be obtained from the actual experiment, but it is not possible to control all the variables that affect the dependent variable.

This study used two groups, namely the experimental group and the control group. The two classes were assumed to have similarities in all aspects and only differ in the provision of learning media. The experiment class was given treatment or stimulus in accordance with the research objectives, while the control class was not given any treatment.[10] The experimental group was taught using multimedia and the control group was taught conventionally.

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[10] Bambang Prasetyo dan Lina Miftahul Jannah, *Metode Penelitian Kuantitati.*.p. 49

**Place and Time**

This research was conducted at MTsN1 Bukittinggi. The time of the research was carried out in the even semester of TP. 2017/2018 which was March 1 to May 31 2018.

## 5.0 RESEARCH METHOD

**Research design**

According to Sugiyono, Quasi Experimental Design was a design that had a control group, but could not functioned fully to control external variables that affect the implementation of the experiment.[11]  The research design used was "randomized control posttest".  In this study, two classes were taken, namely the experimental class and the control class.  In the experimental class, multimedia was used, while in the control class, other learning media are used. The design of this research could be described as follows:

Table .III.1 Research Design

| Class | Experiment | Postest |
|-------|------------|---------|
| Experiment | X | T 1 |
| Control | - | T.1 |

Information :
X = The treatment given to the experimental class is the use of multimedia
T 1 = Final Test given to the experimental class and the control class.

An experiment usually involved at least two groups, one experimental group and one control group. The experimental group received a new treatment under investigation. While the control group received the usual treatment.[12] There were three things that characterized experimental research, namely:

 i. Manipulation

The existence of manipulation of independent variables is one of the characteristics that distinguish experimental research from other research methods. Variables that are commonly manipulated include: teaching methods, types of reinforcement (reinforcement), learning environment settings, types of learning materials and size of learning groups.

   In this study, the authors conducted research on the manipulation of independent variables in the form of video, animation, text, sound display methods in the experimental class. The purpose of manipulation in this study is to bring up a learning media that has never been used before, then be tested in an experimental class in learning.

 ii. Control

Control refers to the efforts of the researcher to get rid of an influence variable (other than the independent variable) that can affect the performance of the dependent variable. In other words, the researcher wants the experimental group and the control group to be as similar as possible. Thus, what distinguishes them is only the independent variable. Which independent variable is determined by the researcher, so that what causes the difference is the researcher himself.

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[11] Sugiyono, *Metode Penelitian Pendidikan,* (Bandung: Alfabeta, 2015), p. 114

[12] Riduwan, *Belajar Mudah Penelitian,(* Bandung: Al Fabeta, 2004),  p. 50

iii.    Observation

Observations need to be made to find out whether there is an effect caused by the manipulation of the independent variable on the dependent variable. In this case, the researcher wants to see whether the application of multimedia is able to increase student learning activities and students' learning outcomes of Islamic Cultural Historical Subject are better than using other media.

## 6.0 THEORETICAL FRAMEWORK

**Learning Multimedia**

**Definition of Multimedia**

Multimedia consists of two words, namely Multi means many and Media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction, media is an intermediary or delivery of messages from the sender to the recipient of the message.

Multimedia is a media that combines various types of other media.[13] Rosch stated that multimedia is: a combination of computer and video. While Mc. Cormick defines multimedia as a combination of 3 elements, namely: sound, images and text. Robin and Linda define multimedia as a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio and video images.[14]

In his book entitled Learning media, Azhar Arsyad, states that Multimedia is a combination of various combinations of graphics, text, sound, video, and animation, this merger is a single entity that together displays information, messages, or subject content.[15] By using multimedia, it will be easier for someone to give and receive information.

Therefore, learning multimedia is a medium used in learning that combines several types of media consisting of a combination of graphics, text, sound, video, and animation to facilitate the delivery of information from teachers to students controlled by computers.

Multimedia can meet the needs of student learning styles, there are 3 student learning styles, namely: Visual, Auditorial and Kinesthetic.[16] Because with the combination of graphics, text, sound, video and animation that can provoke further attention, it can increase student activity in learning.

According to the researcher, with the combination of several media in this multimedia, of course, it is hoped that the benefits obtained from the use of this multimedia will also be more than the use of only one media. With the differences in student learning styles, namely Visual, auditory and kinesthetic, of course, multimedia is also expected to meet and help these three student learning styles by both obtaining better learning outcomes, so that all students with different learning styles do not meet learning objectives. for them.

**Multimedia Characteristics**

As a combination of several media, learning multimedia has the following characteristics: (1) Computer-based learning, (2) Interactive, which provides opportunities for

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[13] Bonnie Soeherman & Cipta Halim, *Membuat Sendiri Klip Animasi Multimedia*, (Jakarta,PT Alex Media Komputindo,2008), p. 3

[14] Sutirman, *Media & Model-model Pebelajaran Inovatif,* (Yogyakarta, Graha Ilmu, 2013),  p. 18

[15] Azhar Arsyad, *op cit.,* p. 162

[16] Akh. Muwafik Saleh, *Belajar dengan Hati Nurani*, Erlangga, p. 255

students to respond and try simulations, (3) Flexible, which gives users the freedom to choose materials and use them. , (4) Individual and self-facing, namely providing opportunities for users to learn according to their speed in understanding the material., (5) Providing rich information, both from content and media. Multimedia aims to present information in a form that is fun, interesting, easy to understand , and clear. Information will be easy to understand because as many senses as possible, especially ears and eyes, are used to absorb the information.[17]

Learning with multimedia and computers as operating aids has two advantages, namely high interactivity and the implementation is controlled by the users themselves. With interactivity, users are invited to do activities such as paying attention, listening, exploring and reflecting on the information contained in the software (content/subject material). The implementation is controlled by the user, meaning that the user can choose the content of the material to be studied and make changes to what he has learned.

**Multimedia Benefits**

The use of learning multimedia is selected, developed and used appropriately and well, will provide enormous benefits for students and teachers. In general, the benefits that can be obtained are that the learning process will be more interesting, more interactive, the amount of teaching time can be reduced, the quality of student learning can be improved and the teaching and learning process can be done anywhere and anytime, and student learning attitudes can be improved.[18]

Based on the opinion above, it can be seen that multimedia has advantages over other media in the learning process, so that it will have a positive impact on student activities in learning which will further increase student learning outcomes.

With regard to the level of thinking of students, the level of human thinking follows the stages of development starting from concrete thinking to abstract thinking, starting from simple thinking to complex thinking. The use of multimedia teaching is closely related to the stages of thinking, because through the medium of teaching abstract things can be concretized, and complex things can be simplified.[19]

Based on the opinion above, the researcher agrees that with the level of thinking grade VII MTsN students are still learning to think abstractly and complexly, so that with the use of this multimedia they can be helped to think abstractly and complexly such as by showing videos, which they can observe directly with their senses and not only texts, of course, need thinking and can imagine the historical events they are studying.

**Learning Activities**

**Understanding learning activities**

Learning is a teaching activity and a learning activity. Teaching activities involve the role of a teacher in the context of seeking harmonious communication between teaching and learning. Teaching is a guiding process to get a learning experience. The experience itself will be obtained by students if students interact with their environment in the form of activities. Teachers can help students in learning but teachers cannot learn for students. Activity is a very important principle in the learning process. Activities must be carried out by students in an effort to improve learning outcomes. According to Sardiman, learning is doing, acting to

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[17] Azhar Arsyad, *op cit*., p.172
[18] Daryanto, *Media Pembalajaran*, (Yogjakarta, Gava Media, 2010), p. 52
[19] Nana Sudjana, *Media Pengajaran*, (Bandung, Sinar Baru Algensindo, 2009), p. 3

change behavior, so doing activities. There is no learning if there is no activity. Learning activities are activities that are both physical and mental. Based on Sardiman's opinion, it can be interpreted that in activities the two activities are interconnected or must always be related for optimal learning activities to take place. In other words, a person's involvement and success in optimal learning activities is not only determined by his intelligence abilities, but also must involve physically and mentally together in these learning activities. According to some experts, it can be concluded that student learning activities are all forms of activities carried out by students. both in schools that support other activities that involve physical and mental together.

**Learning outcomes**

Learning outcomes are the abilities that students have after they receive their learning experiences. Learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. referring to Gagne's thinking, learning outcomes are in the form of the following: (a) verbal information (b) intellectual skills (c) cognitive strategies (d) motor skills (e) attitudes. Learning outcomes are benchmarks that determine the high student mastery of success in mastering a subject. Learning outcomes can be used to see the extent to which a person has carried out the learning process for himself.

**Islamic Cultural Historical Subject**

Islamic Cultural History is one of the four subjects collected in Islamic Religious Education which consists of Al-Qur'an Hadith, Akidah Akhlak, Jurisprudence and History of Islamic Culture. In accordance with the attachment of the Minister of Religion Regulation No. 912 of 2013 that the History of Islamic Culture is a record of the development of Muslim life from time to time in terms of worship, muamalah and morality as well as in developing a life system or spreading Islamic teachings based on faith. The characteristics of Islamic Cultural History are emphasizing on the ability to take Ibrah or wisdom (subjects) from Islamic history, imitate outstanding figures, and relate them to social, cultural, political, economic, science and technology phenomena and arts, and others to develop Islamic culture and civilization. at present and in the future.

## 7.0 RESULTS AND DISCUSSION

**The Effect of Multimedia Use on Islamic Cultural Historical Subject Activities**

Multimedia has promised great potential in changing the way a person learns, to obtain information, adapt information and use it in learning. Multimedia-based learning is becoming increasingly common. Although it has its limitations, and certainly should not be seen as a substitute for face-to-face interaction, it does have many advantages for teacher professional development. Multimedia also provides opportunities for educators to develop learning techniques so as to produce maximum results. Likewise for students, it is hoped that with multimedia they will find it easier to determine what and how students can absorb information quickly and efficiently. Sources of information are no longer focused on the text of the book solely but are broader than that. The ability of multimedia technology that is getting better and developing will increase the ease of getting students' knowledge.

Based on the results of data analysis of grade VII students of MTsN1 Bukittinggi, it showed that students who were taught using multimedia were better than students taught using conventional media, that there was a significant difference between students who were taught

using multimedia and students who were taught using conventional media due to differences in treatment. Empirically this is evident from the results of hypothesis testing conducted. Based on the results of the hypothesis test, discussion would be carried out.

The success of learning with multimedia was very dependent on the applied multimedia design. Learning would be given better results if it is designed according to the way students learn. There are several theories that underlie the design of multimedia learning, namely: dual channel theory, limited capacity theory, and active learning theory. Dual channel theory explains how verbal information and images are processed differently into knowledge. Limited capacity theory which states that the amount of information that can be processed on each path is very limited. Meanwhile, active learning theory states that learning will be meaningful when students carry out active cognitive processes including attention to relevant words and images, organizing them into coherent word and image representations, and integrating one another with students' initial knowledge.

Students as learning multimedia users must carry out adequate interactions to achieve learning objectives. Student interaction is influenced by many factors, one of which is the tendency of student learning styles. Various theoretical models of learning styles have developed a lot. One of them is the Fleming & Mills model, which divides learning styles into four models, namely visual, auditory, read, and kinesthetic (VARK). Each category has its own tendency in processing information. This VARK learning style can be tested using the VARK questionnaire which can be obtained online from the official website. Students who have visual, auditory, read, and kinesthetic styles have different tendencies in how to get information. According to Asnawir and Basyiruddin Usman, in the use of multimedia learning, it is necessary to pay attention to the readiness of facilities and infrastructure and the ability of teachers to use the multimedia.

The use of multimedia has a positive influence on Islamic Cultural Historical Subject activities, based on the results of the study it can be seen that the use of multimedia can increase Islamic Cultural Historical Subject activities, this picture is in line with the observations that researchers observed during the learning process, that students in the experimental class are more active in reading material, listening to material presentations. In the implementation of the discussion, students actively asked and gave their opinions. The experimental class taught using multimedia had a higher score than the control class, with an average score of 53.27 for the control class and 65.56 for the experimental class.

From the benefits of using multimedia in learning contained in the book Learning Media by Daryanto it is stated that the use of multimedia provides benefits for teachers and students, the learning process will be more interesting, the amount of teaching time can be reduced, the quality of student learning can be improved and the teaching and learning process can be done anywhere and at any time, and student learning attitudes can be improved. From the benefits of multimedia, it can be seen that the use of multimedia in learning can provide benefits to increase student learning activities in learning.

**The Effect of Multimedia Use on Islamic Cultural Historical Subject Outcomes**

Improving the quality of education is one of the most important concrete elements in efforts to improve the quality of human resources. In line with that, it is very important to pay attention to the problem of learning achievement. There are still quite a lot of common problems faced by students, especially students who have not been able to achieve satisfactory learning achievements. Actually, there are many factors that cause learning achievement to fail in the academic field, both internal and external factors such as low intelligence levels, lack of motivation to learn, less effective learning methods, lack of frequency and the amount of time to study, the level of self-discipline is low, learning media or teaching materials are still not

provided by the school and so on. In order to achieve satisfactory learning achievements, the education system is increasingly advanced and is also supported by technological developments.

The use of multimedia has a positive influence on Islamic Cultural Historical Subject outcomes, based on the results of the study it can be seen that the use of multimedia can improve Islamic Cultural Historical Subject outcomes. In the experimental class taught using multimedia has a higher score than the control class, with an average score of 78 in the control class, 7 while the experimental class 81.15

From the benefits of using multimedia in learning contained in the book Learning Media by Daryanto, it is stated that the use of multimedia provides benefits for teachers and students, the learning process will be more interesting, the amount of teaching time can be reduced, the quality of student learning can be improved and the teaching and learning process can be done anywhere and at any time, and student learning attitudes can be improved. From the benefits of multimedia, it can be seen that the use of multimedia in learning can provide benefits to improve student learning outcomes in learning.

Learning using media is one of the efforts to attract students so that students have the willness to follow the learning process and pay attention to the things that are obtained from the learning. Learning media is selected according to the characteristics of student learning and adapted to the situation and conditions of the school. There are many kinds of educational media. Each expert groups the types of media according to their point of view and their own background with the interest in the fun learning process, modern and the familiarities of the media to the students doe to the fact that it cause students' absorption of the material presented by the teacher to be more easily absorbed, and due to the visualization and sound that removed from the LCD media. Students are like watching a movie on television so that students can more easily absorb what is conveyed by the teacher. Because student absorption is close to perfect, it has a positive effect on student learning activities. This learning activity is influenced by many factors including learning media and student interest in learning. Teachers must be able to choose which learning media is the most effective and able to place students as students' subjects to think critically and analytically and train them to be skilled in determining and solving problems.

The use of appropriate learning media by teachers affects student learning activities. Teachers are required to be able to create good and fun learning situations. One of the efforts that teachers can do is to use learning media as a stimulus in learning. Utilization of learning media by teachers is intended so that students do more activities during the learning process.

The use of media in learning activities, with a view to conveying messages from the teacher to students is able to activate the students' senses. Teaching delivered with the help of pictures, photos, graphics, and so on and students being given the opportunity to see, hold, touch, or work on their own will be able to make it easier for these students to carry out various activities during the learning process. The use of media is expected to create an interesting learning environment and can directly involve students in the learning process. The media used must be able to be seen, heard, read or even manipulated in such a way as to create a pleasant learning atmosphere and students are enthusiastic in the ongoing teaching and learning process. The media must also be adapted to the material to be presented and the objectives to be achieved from the learning.

**The Effect of Multimedia on Islamic Cultural Historical Subject Activities and Learning Outcomes**

In the research observing the media that displays videos, images, text and graphics which they develop in the discussion of learning materials, this creativity, has investigated the effect of

using multimedia on student activities and learning outcomes. In multimedia learning, it can also be seen that students' creativity appears after they have seen it and this can be seen as a form of intelligence, as Gardner said that creativity is one of multiple intelligences covering various brain functions, Beetlestone, Trans. Narulita Yusron, Muhammad Yaumi argued that multiple intelligences are skills and talents possessed by students to solve various problems in learning. In multimedia learning, videos, texts, graphics are very useful for the development of students' brain functions. By showing videos allows the students to explore the entire ability of a child's brain to think and learn.

The use of multimedia has a positive influence on students' activities on Islamic Cultural Historical subject and learning outcomes. Based on the results of the study, it can be seen that the use of multimedia can increase Islamic Cultural Historical Subject activities. This result is in line with the observations during the learning process. The students in the experimental class are more active in reading material, in comprehending the material presented and in discussion session. The students were active in asking and giving their opinions. The experimental class that are taught using multimedia had a higher score than the control class, with an average score of 53.27 for the control class and 65.56 for the experimental class. While the score of the experimental class learning outcomes is also higher than the control class learning outcomes, with an average score of 73.2 for the control class and 74.1 for the experimental class.

Daryanto stated that the use of multimedia provides benefits for teachers and students that the learning process will be more interesting, the amount of teaching time can be reduced, the quality of student learning can be improved and the teaching and learning process can be done anywhere and at any time, and student learning attitudes can be improved. From the benefits of multimedia, it can be seen that the use of multimedia in learning can provide benefits for increasing students' activities in learning.

## 8.0 CONCLUSION

As the final part of this research, the author provided several conclusions based on the problem formulation and discussion in previous chapters. Therefore, the description above can be concluded as follows:

Multimedia was in the very high category (HC) with a percentage level of 82.25%.Student learning activities were in the very high category (HC) with a percentage level of 85.83%.

The learning outcomes of the experimental class students were in the very high category (HC) with an average percentage of 81.15%, while the control class without being given multimedia treatment is at 78.8%

There was a significant influence between Multimedia has an effect on students' activities and learning outcomes. It could be seen that the value of r is 0.414, which indicated a positive correlation coefficient between Multimedia that had an effect on student learning outcomes. The value of r Square of 0.172 indicated that the magnitude of the influence of multimedia on student activities and learning outcomes was 17.2%.

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