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IMPLEMENTATION OF PEER TUTORING METHOD IN PAI LEARNING PROCESS TO IMPROVE STUDENTS' LEARNING MOTIVATION AT STATE SENIOR HIGH SCHOOL 1 SETIA BAKTI

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ABSTRACT

The background of this study is that the use of learning media is the most influential component in the implementation of the learning process, in reality there are still many educators who carry out learning without the help of learning media including Islamic Religious Education teachers at elementary, junior high, and high school levels. Likewise at SMP Negeri 2 Simpang Kanan, Rokan Hilir Regency, Islamic Religious Education and Character Education subject teachers also use traditional media. In learning, the use of video media is still very minimal (PAI Subject Teacher, SMP Negeri 2 Simpang Kanan, Rokan Hilir Regency, 2024). Therefore, the researcher intends to find out the causes of the less than optimal use of video learning media. The purpose of this study was to find out how to use video media in learning Islamic Religious Education and Character Education subjects at SMP Negeri 2 Simpang Kanan, Rokan Hilir Regency. In addition, identifying the advantages and disadvantages of learning Islamic Religious Education and Character Education using video media. The research method used is a qualitative method with a descriptive analysis approach. This type of research is field research. Data collection was carried out through interviews, observations and documentation. Then the data analysis was done by condensing the data, presenting the data and drawing conclusions. This study involved the principal, teachers and several students of Class VI at SMP Negeri 2 Simpang Kanan Kab. Rokan Hilir.

INTRODUCTION

Rapid advances in science and technology in this era have a significant impact on various aspects of life, including in the context of education. The development of sophisticated technology, especially in the field of education, has a major influence on the implementation of the learning process, especially in terms of the use of learning media. In the context of education, learning media is a very important element in terms of its benefits, especially for teachers and students (Safarudin, et al., 2024:11)

The use of learning technology, especially learning media, facilitates the teaching and learning process and helps teachers in meeting predetermined learning objectives. The learning process consists of five key elements that have a significant impact on how well other learning processes work together. Learning objectives, resources, techniques, media, and assessment (evaluation) are the five elements of learning. Learning media is the most significant and influential component among the five components that affect how well the learning process runs (Trisiana, 2020:32) It is clear that learning media is a tool that has a significant influence on whether or not learning occurs.

Therefore, teachers are in high demand because of their professionalism and skills in selecting, identifying, and applying different media. One of the educational tools that can be utilized to increase students' enthusiasm in their studies. Videos, which are audio-visual materials that are widely used in society and are in great demand, come in various forms, including for entertainment, education, knowledge, music, and easy-to-watch stories (Hartono, 2019:3)

The selection of learning media must be updated to reflect current technological advances but must still be adjusted to the needs of students. According to Azhar Arsyad, there are many types of learning media that can be used in the learning process. Human-based, print, visual, audio, audio-visual, and computer media are some types of learning media (Ramandani, 2023:1). Audio-visual media is one of the many forms of media that can be used for education. In reality, many educators still teach without

using learning media, even though in fact learning media is the most influential element in the implementation of the teaching and learning process including teachers

Islamic Religious Education at Elementary, Middle, and High School levels. Currently, the learning media that are often used are conventional and manual learning media, such as blackboards and textbooks used by teachers to deliver learning materials to students (Aghni, 2018:99) Similarly, at SMP Negeri 2 Simpang Kanan, Rokan Hilir Regency, Islamic Religious Education and Character Education subject teachers also use traditional media. In learning, the use of video media is still very minimal (PAI Subject Teacher, SMP Negeri 2 Simpang Kanan, Rokan Hilir Regency, 2024).

According to the principal, there are many obstacles faced by teachers so that often these obstacles make it difficult for teachers to choose learning media in the form of videos. However, if the use of video media is carried out optimally, learning will be more modern and unconventional, and avoid an approach that is only centered on the teacher without involving student participation. Therefore, the researcher intends to find out the causes of the difficulties faced by teachers in choosing video learning media. From the description of the problem, it is concluded that video media has the potential as a learning tool to increase the effectiveness of the learning process and student motivation in participating in learning in class. Thus, the author feels compelled to conduct a study with the following title "The Use of Video Media. In Learning Islamic Religious Education and Character Education Subjects for Grade VI at SMP Negeri 2 Simpang Kanan, Rokan Hilir Regency ".

RESEARCH METHODS

This study uses descriptive data, namely by using a qualitative approach. The type of research uses a case study where the subject studied is Al-Rifa'ie High School. The case study is comprehensive. The data sources used in this study are primary and secondary data sources with data collection techniques, namely 1) Observation, according to Emzir in his book.

Observation can be defined as focused attention to symptoms, events, interpreting, and revealing the causal factors and finding the rules that govern them (Emzir,

2011:37-40). 2) Interviews, (Suharsaputra, 2013:213) explains that in qualitative research it is necessary to conduct more in-depth interviews on an activity of the research subject or an event. 3) Documentation, in qualitative research is generally obtained from sources through observation and interviews.In addition, there are also other sources including documents and photos of learning activities. Documents consist of personal writings such as letters, diaries, and official documents such as magazines, statements and news broadcast to the mass media.

RESULTS AND DISCUSSION

Based on the results of the study on the use of video learning media in learning, the following conclusions are drawn: 1. The use of video learning media has been carried out in Islamic Religious Education and Character Education learning. The use of video learning media is carried out on Islamic Religious Education and Character Education learning materials in the learning achievements of Islamic Cultural History with the title Damascus, the Center of Islamic Civilization in the East. The learning evaluation carried out by the teacher in the form of LKPD given by the teacher in the form of formative learning assessments carried out after learning. 2. The advantages of using video media in learning Islamic Religious Education and Character Education subjects at SMP Negeri 2 Simpang Kanan, Rokan Hilir Regency, resulted in students tending to have an interest in learning using videos. This is one of the advantages of video learning media.

From the results of the study, it can be concluded that the advantages of video learning media include attracting attention, directing concentration, arousing emotions and attitudes, accelerating student understanding and easy to remember, providing convenience in learning the material, explaining in more detail. The disadvantages of using video media in learning Islamic Religious Education and Character Education subjects at SMP Negeri 2 Simpang Kanan, Rokan Hilir Regency resulted in the selection of learning media not being in accordance with learning outcomes, requiring a lot of money and time, videos emphasize the importance of material rather than the process of developing material, facilities and infrastructure.

CONCLUSION

Results of this study can provide significant benefits for various parties, including: 1. Theoretically a. The findings of this study have the potential to be a reference for other educational institutions in designing learning, especially in developing video-based learning media for Islamic Religious Education and Character Education subjects, with the aim of increasing the effectiveness of learning for students. b. This study is expected to contribute to a greater understanding of the application of video-based learning resources, especially in Islamic Religious Education and Character Education. 2. Practically a. For Educators So that educators can improve their understanding of video-based learning media and pay attention to effective teaching methods through these media, thus facilitating students' understanding of the material. b. For Students The use of video-based learning media is expected to facilitate students in absorbing the material presented, especially in the context of Islamic Religious Education and Character Education learning. c. For Researchers The use of video-based learning media is expected to increase knowledge and provide motivation for authors in conveying understanding of the material through these media. d. For future researchers The results of this study are expected to be the basis for compiling more detailed and comprehensive follow-up research designs, especially in the context of research related to the same subject. e. For readers The results of this study can be used as information material for them to increase their knowledge.

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