

Development of Learning Media in Adultery Materials as a Moral Provision for Generation Z

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ABSTRACT

This study aims to develop a video learning media on adultery that is valid and practical. This research is a research and development using the ADDIE Method (Analysis, Design, Development, Implementation, and Evaluation). The analysis technique of this study uses quantitative data in the form of scores from the validator, the value of the teacher's response, the value of student responses to video learning media in the form of questionnaire scores. Qualitative data in the form of interviews with education practitioners or fiqh teachers and criticism suggestions from validators. The results of this study produced a product in the form of a learning video. The feasibility of the product was obtained based on the results of the validation test and practicality test. Assessment by media experts got a score of 84% with a very valid classification or very feasible to use. Assessment by material experts got a score of 98% with a very valid or feasible classification. The results of the teacher's response questionnaire got a score of 90% with a very valid classification or very feasible to use. The results of the student response questionnaire got a score of 89.2% with a very practical classification. Based on these results, it can be concluded that video learning media is feasible to use.

Keywords: Learning Media; Adultery; Moral Education.

INTRODUCTION

Education is a conscious and systematic effort, which is carried out by people who are responsible for influencing students to have the nature and character in accordance with the ideals of education (Ambarningsih, 2014). Therefore, the learning process is one of the important factors in the world of education, where a good learning process will produce quality education as well. A learning is considered quality if it is able to cover the learning needs of students (Zulfah & Abidin, 2018). Where in capturing a material each student has a background of different abilities, both in the form of visual, audio or combination (audio visual). In teaching and learning activities, besides requiring the right strategy, an educator must also be good at determining learning resources that are able to support learning activities (increasing students' understanding of the material being studied). So if the strategies and learning resources can support each other, then the purpose of a learning can be achieved (Ulya et al., 2020).

Education as a process of human formation becomes an important foundation in shaping children's character. By realizing an education that focuses on the development of spirituality, it is hoped that the morality of children will be well formed. The hope is that from the development of spirituality through education, the morality of children is well formed and ultimately has an impact on human civilization in the future (Wardoyo, 2014).

Adolescence is a period of transition from childhood to adulthood and many things happen during adolescence, namely maturity in attitude, sexuality, and behavior. 1 The development of information media, both from the internet and social media prints, has had an influence on premarital sexual perception and behavior (Umam & Sulaikho, 2021). Today many teenagers are dating, this behavior leads to premarital sexual behavior and freedom of association. Data from the Indonesia Demographic and Health Survey (IDHS) 2017 revealed that around 2 percent of female adolescents aged 15-24 years and 8 percent of male adolescents in the same age range, have had premarital sexual relations. 2 . One of the

factors that influence premarital sexual behavior is the understanding of religious level (religiosity) and pornography media exposure has a significant influence, either directly or indirectly on adolescent premarital sexual behavior (Fandhoil, 2017).

The material about adultery is a moral education which is also included in Islamic religious education. It is the responsibility of parents and educators to convey and provide an understanding of adultery to children (Rahmawati & Hakim, 2018). At least when children have entered school age because generally they understand better and can think if given an explanation. In fact, it's possible to ask a lot of questions related to the topic being discussed. Giving an understanding of the material of adultery is intended as a foundation so that children are avoided and do not do it. In addition to preventing sinful acts, education about adultery can also protect children from legal bondage because Indonesia has its own regulations regarding adultery. From this background, the reason why the researcher is willing to research the development of learning media using audiovisual, especially on adultery material for students' moral provisions as a test material for the media.

METHOD

This research is included in development research (R&D) which produces products in the form of learning media. This study aims to develop media in the form of learning videos on adultery material as a moral provision for generation Z. This research procedure adapts the ADDIE development model which consists of five stages which include: analysis, at this stage conducting a literacy study of material analysis that will be conveyed into the media, then proceed with the design stage at this stage the researcher prepares the material and application design that will be used, then the development stage at this stage the researcher starts the learning media materials by designing power points and making videos, then the implementation stage at this stage the researcher validates the media and applies it in MAN 1 Jombang school and the last is the evaluation stage at this stage the researcher analyzes how students respond and revises the media that has been made (Sugiyono, 2015).

RESULT AND DISCUSSION

Result

One of the problems in the online learning process in the current pandemic era, especially in moral education at MAN 1 Jombang, is the lack of moral education for students because they rarely respond to learning, especially religious learning which according to most students is very boring, so that's why the development of learning media was issued. in the form of videos to make it easier for students to understand the learning to be delivered. Learning activities seem boring and have an impact on low student morale, besides that learning activities using Whatsapp media and Online Modules are considered less practical and effective, because there are still many students who often do not follow or leave online learning due to boredom and laziness because students at the time at home. so that the results obtained are in understanding the material especially in moral education for students.

With the development of technology, researchers want to make learning media in the form of learning media in the form of videos designed by utilizing power points which are used as videos so that students are able to understand learning more easily and more. With the development of this learning media tool, it is hoped that it can improve students' moral education, especially in the pandemic era and in online or online learning systems, besides that learning will also be fun and not boring. The advantage of this learning video is that students are better able to understand and will not feel boredom and boredom caused by online or online learning systems here students will feel the presence of the teacher, and with this application it is also really very effective because the teacher can also provide material in detail supported by animated images related to the material in the material that has been delivered in the form of slides and animated images as a supporting medium for understanding the material to students.

Discussions

In testing the feasibility of the media there are several ways including:

Valid data analysis was used to analyze the data collected from the questionnaire. The value obtained in each of these steps is obtained by using a data questionnaire of expert validity analysis (media experts and material experts) on learning video media in adultery material.

The media expert here is carried out by someone who is experienced in the field of designing learning media and has a minimum educational background of S2 and in this study the media expert is an FTI lecturer at University KH. A. Wahab Hasbullah, while the material expert in this study is a person

who is an expert in the field of material regarding Islamic religious education and has a minimum educational background of S2 and in this study the material expert is an FAI lecturer at University KH. A. Wahab Hasbullah then who became a practitioner here was a fiqh teacher at MAN 1 Jombang.(Atika, 2020).

Table 1. Expert Validation Assessment Interval

Score Interval	Category
0%-19,99%	Very Invalid
20%-39,99%	Invalid
40%-59,99%	Enough
60%-79,99%	Valid
80%-100%	Very Valid

Learning video media can be said to be valid when the percentage reaches 40% -100% with the categories "fairly valid" and "very valid".

The following are the result of the validation of experts :

Table 2. Expert Validation Assessment Results

No	Validator	Scor	Scor Total	Presentation result	Category
1	Media Expert Lecturer	42	50	84%	Very Valid
2	Material Expert Lecturer	49	50	98%	Very Valid
3	Practitioner/Teacher	45	50	90%	Very Valid

Criticisms and suggestions given by expert lecturers and practitioners will be used by researchers to improve the shortcomings that exist in the adultery material learning video as a moral provision for generation Z to be even better and suitable to be used as teaching materials in learning.

Practicality test result

In this study, practical data analysis was carried out on the results of questionnaire responses from students or questionnaires. Data analysis was carried out by researchers by reading, understanding, and formulating the results obtained from data collection.

Media Practicality assessment interval :

Table 3. Learning Media Practicality Assessment Interval

Score Interval	Category
0%-19,99%	Very Impractical
20%-39,99%	Impractical
40%-59,99%	Enough
60%-79,99%	Practical
80%-100%	Very Practical

The following are the results of the practicality of student response data :

Table 4. Results of Student Responses to Learning Media

Subject to	Calculation of the results of student responses	Category
1	$\frac{46}{50} \times 100\% = 92\%$	Very Practical
2	$\frac{41}{50} \times 100\% = 82\%$	Very Practical
3	$\frac{41}{50} \times 100\% = 82\%$	Very Practical
4	$\frac{40}{50} \times 100\% = 80\%$	Very Practical
5	$\frac{43}{50} \times 100\% = 86\%$	Very Practical
6	$\frac{40}{50} \times 100\% = 80\%$	Very Practical
7	$\frac{44}{50} \times 100\% = 88\%$	Very Practical
8	$\frac{47}{50} \times 100\% = 94\%$	Very Practical
9	$\frac{37}{50} \times 100\% = 74\%$	Practical
10	$\frac{44}{50} \times 100\% = 88\%$	Very Practical

Subject to	Calculation of the results of student responses	Catagory
11	$\frac{47}{50} \times 100\% = 94\%$	Very Practical
12	$\frac{47}{50} \times 100\% = 94\%$	Very Practical
13	$\frac{45}{50} \times 100\% = 90\%$	Very Practical
14	$\frac{46}{50} \times 100\% = 92\%$	Very Practical
15	$\frac{46}{50} \times 100\% = 92\%$	Very Practical
16	$\frac{46}{50} \times 100\% = 92\%$	Very Practical
17	$\frac{46}{50} \times 100\% = 92\%$	Very Practical
18	$\frac{46}{50} \times 100\% = 92\%$	Very Practical
19	$\frac{47}{50} \times 100\% = 94\%$	Very Practical
20	$\frac{48}{50} \times 100\% = 96\%$	Very Practical
21	$\frac{47}{50} \times 100\% = 94\%$	Very Practical
22	$\frac{45}{50} \times 100\% = 90\%$	Very Practical
23	$\frac{45}{50} \times 100\% = 90\%$	Very Practical
24	$\frac{46}{50} \times 100\% = 92\%$	Very Practical
25	$\frac{45}{50} \times 100\% = 90\%$	Very Practical

Based on the data obtained, the results of the student response questionnaire recapitulation obtained a score percentage of 89.2% with a “very practical” classification. Based on these results, it can be shown that this video learning media is practical to be used as one of the mathematics learning media in class XI IIK MAN 1 Jombang with adultery material.

The results of the display of learning media in the form of learning videos on adultery material that have been tested to expert validators and have been revised by researchers:



Figure 1. The Form of Video Learning Media

CONCLUSION

Based on the results of the study, it can be concluded that: The development of learning media in the form of videos on adultery as morals in generation Z is feasible by expert validators in each field and can be used and applied in learning. Products developed by integrating research results are effectively used in learning.

Some suggestions from the results of this study are: The results of research that have been published in journals deserve to be used as a reference for developing this product because it is more applicable and meets contemporary elements, products developed from the results of this study need to present real facts supported by a stimulus in the form of pictures or images. animation because students can feel the presence of the teacher in the video.

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