



Utilization of Video-Based Teaching Materials in the Subject of Fiqih for Grade VIII Students at MTsN 2 Sidenreng Rappang

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ABSTRACT

This discusses the utilization of video-based teaching materials in the Fiqih subject for Grade VIII students at MTsN 2 Sidenreng Rappang. The research aims to determine the utilization of video-based teaching materials in the Fiqih subject for Grade VIII students at MTsN 2 Sidenreng Rappang. This research employed a qualitative research design, specifically field research conducted directly at the school through observation, interviews, and documentary studies to obtain clear and representative data. The results of the research indicate: (1) The use of video media at MTsN 2 Sidenreng, Lakessi Village, Maritengngae Subdistrict, Sidenreng Rappang Regency, has been in place for several years, starting from the year 2011 with the introduction of liquid crystal display (LCD), and in 2021, the first appearance of a Smart TV as a tool for video playback utilized by teachers at MTsN 2 Sidenreng Rappang in the classroom, particularly in Fiqih lessons where teachers use video media to help students understand the material on almsgiving, grants, and gifts. (2) The learning process, especially in the Fiqih subject, allows students to easily utilize video media, which can be replayed both at school and at home to achieve satisfactory grades, as students are assigned practice tasks at home. (3) The teaching process involves the use of videos created by teachers at MTsN 2 Sidenreng Rappang. Students are given the opportunity to use videos available on the internet or YouTube related to the Fiqih material being taught.

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INTRODUCTION

Education is a very important issue in life, both in our own lives, in our families, in our nation and in our country. Teaching materials are based on video media so that we can contribute to development, therefore the author created the title of the thesis, "Utilization of Video Media-based Teaching Materials in Fiqih class VIII MTsN 2 Sidenreng Rappang". The development of science and technology, especially in the field of electronic communication, has had quite a big impact on the world of education. One of them is that various learning media are increasingly emerging in accordance with the development of the times. Various media, especially those that use electronic tools, make it easier for teachers to learning activities so that learning can take place more effectively and efficiently.

In its implementation, there are various problems in implementing online learning nowadays which requires interesting learning. The problem that occurs is that students feel burdened due to learning carried out using an assignment system without any program or innovation and explanation of what is done or carried out by the teacher. Apart from that, in this case the teacher also experiences difficulties in managing learning, namely creating a learning activity that can transfer knowledge well and cannot achieve the objectives of the learning itself.

Videos are one way to convey very interesting information, making learning videos is still rarely done by teachers due to several obstacles. Among these obstacles is the lack of mastery of technology, such as operating computers. Therefore, based on the description above, the team implementing community service activities for the Biology education study program, FKIP UMPAR, is trying to provide a solution for conducting learning through training that can provide teachers with skills for making learning videos by choosing software that is easy for teachers to use. Several results from the training activities on making learning videos show that training on making videos can increase teachers' motivation, knowledge and skills in making learning videos. The video making training activity also received a satisfactory response from teachers as training participants.

Likewise, in schools in Sidenreng Rappang district, one of which is MTsN 2 Sidenreng Rappang, is very enthusiastic about making learning videos by choosing software because it is very easy for the teachers there to use.

Seeing the great benefits of using learning videos and the importance of teachers' skills in making learning videos, therefore, the author wants to conduct research with the title "Utilization of Video Media-Based Teaching Materials in Fiqh Subjects for class VIII MTsN 2 Sidenreng Rappang."

The video results of the Open Broadcaster Software (OBS) application were chosen by the author because this application is an open source application that can be downloaded for free and is equipped with various features that make it easier to create learning videos. This video can present interesting learning material so that students remain enthusiastic in the process of teaching and learning activities (KBM) even though they are not face to face.

Learning videos can be interesting because they have a positive impact on students in receiving learning. Therefore, students can receive learning well.

METHOD

This research uses a qualitative research design. Field research (Field Research), direct research in the field or carried out in schools through observation, interviews and documentation studies, in order to obtain clear and representative data and the data analysis techniques are using data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

Utilization of video-based teaching materials in fiqh class VIII MTsN 2 Sidenreng Rappang

Interview with the head of MTsN 2 Sidenreng Rappang revealed that:

The use of video media in learning has been around for several years. Starting with the liquid crystal display (LCD) MTsN 2 Sidenreng Rappang in 2011, some teachers have started to display video media in learning at our Madrasah. As time goes by, in 2021 the new Smart TV will be available for teachers MTsN 2 Sidenreng Rappang. practically to display the learning process, especially fiqh lessons in class VIII at MTsN 2 Sidenreng Rappang. Previously, teachers only relied on books, electronic books, power point animated images on liquid crystal displays (LDC) using laptops in the learning process, the use of video media in this digital era requires teachers or educators to be able to create an effective learning room atmosphere, creative, innovative and fun, especially teachers in the field of Islamic jurisprudence in utilizing video media in their effective learning as well as teachers in general. Every teacher improves the learning process in the classroom by trying to integrate the results in video media in every learning process activity. Video media learning has been around for several years, where educators have used it in the fiqh learning process. Apart from that, students have also used telecommunications tools such as Smart Phones in the fiqh learning process in madrasahs.

In the learning process, almost all teachers have used laptops in the learning process and quite a few teachers have used video media in the learning process, from an interview with fiqh teacher Mustakim Tajuddin, S.Ag. That:

In the learning process, teachers think about how to ensure that material related to fiqh issues is accepted by students in the form of alms, grants and prizes, but all of this cannot be separated from the existing video media. Therefore, in the learning process, especially material related to alms, grants, gifts, the teacher uses video media using a Smart TV, then students can see the videos shown to be more effective in the learning process at the Madrasah.

Apart from that, students can also transfer video media material to a Smart Phone using a laptop with Bluetooth or download it to be able to play back material they don't understand. With the video media that teachers use for students, it is certainly hoped that they will get good results in learning. Therefore, MTsN 2 Sidenreng Rappang students in learning fiqh used to be less interested, not enthusiastic, less motivated and still did not understand the explanation of learning fiqh, teachers still used the old method, electronic books displayed on Smart TV and then explained in the lecture method. Now teachers have started to display learning video media specifically on fiqh material so that they can easily understand this material.

In the fiqh learning process, teachers use video media in the learning process, for example the teacher displays a power point video about alms, grants and prizes. Media video drama about alms, grants and prizes, then students have the opportunity to move it on their Smartphone to play back the discussion of the material that the teacher has explained so that it is easier to understand again because almost all students use Smart Phones and they are given the opportunity to use Bluetooth or download the video material sent to the WhatsApp (WA) group for students in class VIII, they can open it whenever they need so that it is easier for them to learn. Apart from that, students can also observe video media on fiqh material displayed on Smart TV and then divide into groups to provide statements and questions for each group. Apart from that, students can also play it back on their Smartphone and are given the task of putting the material into practice. Apart from that, students can also use Smart Phones to make it more effective and easier to answer practice questions.

The contribution of video media and the existence of Smart TV as a video player can make it easier for teachers to teach because the benefits of video media are very helpful for teachers in conveying lesson material. prize, a form of video media contribution to the learning carried out by teachers in class VIII fiqh subjects at MTsN 2 Sidenreng Rappang which is held once a week for two hours per week by the fiqh teacher.

The video media used in the learning process is quite in accordance with behavioristic theory, shown on Smart TV, then students who observe the fiqh material being taught are certainly enjoyable for students because they follow the development of learning models in the digital era, all facilities are there to follow developments even now that students live. side by side with the student's cellphone to play back the lesson material he needs.

The behavioristic school believes that thinking is reaction movements carried out by the nerves and muscles of speech, just like when uttering a thought.

The model used in the learning process, especially fiqh lessons for class VIII MTsN 2 Sidenreng Rappang, has been going well so far and has an appeal to students in learning, the enthusiasm of students is alive as long as the learning process is completed. Of course other teachers can do this model in their respective schools or madrasas, both state and private. Educators are expected to prepare to provide a learning process, including preparing a learning implementation plan (RPP).

A learning implementation plan is an important document that all educators must prepare before starting teaching because when educators do not prepare these preparations, the results of the learning process are not directed and ultimately do not meet the specified time but also certainly do not produce what an educator hopes for.

Using video media in fiqh learning in the assessment of the mid-semester exam (UTS), we can see that students get a completeness score. This means that the use of video media in the learning process carried out by fiqh teachers has a positive impact on the progress of the digital era, especially for Madrasah Tsanawiyah Negeri 2 students. Sidenreng Rappang in facing more advanced challenges. Students are required to keep up with developments because students are in the generation Z era in the digital era, when not keeping up with developments means students are required to know everything related to the internet.

Educators carry out assessments in the table above starting with formative assessments, summative mid-semester tests and summative final semester assessments, assessments carried out by educators in class VIII, especially fiqh lessons with material on alms, grants and prizes, all of which were completed and there were several students whose grades were below average. On average, this is due to 1) the cellphone used for studying is a parent's cellphone so it interferes a little with studying. 2) the student's economy includes an economy that is below the social level or can be said to be disadvantaged.

Effective use of video media teaching materials in class VIII fiqh subjects at Madrasah Tsanawiyah Negeri 2 Sidenreng Rappang

Utilization of video media in the learning process, from an interview with fiqh teacher Mustakim Tajuddin, S. Ag, thinking about how to ensure that the material taught, especially those related to alms, grants and prizes, is accepted by students in the fiqh material, but all of this cannot be separated from the video media. There is, therefore, in the learning process, especially regarding alms, grants and prizes, where students are given the opportunity to Bluetooth and download videos stored on their smartphones to make it easier for students to play back learning video media that they have not yet understood. The students are good at opening video media of alms, grants and prizes on their smart phones to make the learning process more effective in the madrasah, apart from that, teachers also teach using Smart TVs so that young students can see what the students are showing.

Video media can attract students' attention, increase knowledge, imagination, critical thinking and trigger students to participate more enthusiastically so that students can be active in the learning process.

In the fiqh learning process, teachers use video media in the learning process, one example of which is giving students the opportunity to use video media playing on smart phones to make it more efficient or effective for students to re-learn what they have not yet understood or understand or still understand vaguely

because This video media can help teachers and students. Another example is that lessons are only delivered simply using a smart phone, which can be easily played at home for each student to learn independently.

The essence of how to use video media in learning is that it is easy to use, usually playing videos over and over again on Smart TVs and Smart Phones to make it easier to learn Islamic jurisprudence at Madrasah Tsanawiyah Negeri 2 Sidenreng Rappang.

Video media in learning on the other hand has a negative influence on students, the unlimited dissemination of information has opened up access to things that are detrimental to morals from far away the philosophical values of education, according to students, Nasrul said that students have a negative influence on the use of media. video. via the internet using school WiFi or our own WiFi, we as students can open YouTube freely without being monitored by the teacher. Therefore, educators are expected to remain inseparable from guidance in the learning process.

The increasing development of information technology in the world of education has become an obstacle for some teachers who have not been able to take advantage of the results of technological developments so that the ongoing learning process does not run optimally, but there is definitely a way out if the existing teachers are willing to try to operate laptops, design Video media devices follow developments in information technology. As information technology develops, society's mindset also develops. So that various existing educational institutions must be able to create new innovations in the classroom education system.

The first time he taught students he only taught using the lecture method, but along with the development of information technology he tried to keep up with developments in the use of video media resulting in various kinds of obstacles that he had previously experienced.

Video media in learning on the other hand has a positive influence on students. Because students are required to follow technological developments in the digital era to facilitate the learning process in class. According to one of the students, Zhairah Maulidina F, said that video media makes it easier to understand learning, can be transferred and can be played back on video media in the material taught in class.

The use of video media in the learning process from the results of interviews and proven by documentation from educators and students shows that students use video media in the learning process in accordance with the explanation above where students in learning use Smart TVs in class even though the Smart TVs are used by MTsN 2 Sidenreng Rappang is still said to be limited because not every class has a Smart TV, but for class VIII MTsN 2 Sidenreng Rappang, all classes VIII have a Smart TV in each room. Teachers in the field of Islamic jurisprudence certainly make use of learning video media and are sure to be able to use MTsN 2 Sidenreng Rappang video media.

According to Mustakim Tajuddin, S. Ag., one of the teachers in the field of Islamic jurisprudence in the learning process, said that we use video media that suits the needs of students which is interesting so that young students understand what is being conveyed, can easily be understood and comprehended.

The support for Islamic jurisprudence learning education at MTsN 2 Sidenreng Rappang is clear with the existence of Smart TVs and Smart Phones which can help increase students' interest in learning.

From observations and interviews with several study teachers, obstacles in accessing information were due to unstable/interrupted WiFi networks, laptop networks to Smart TVs and blackouts for teachers and students at MTsN 2 Sidenreng Rappang.

Apart from that, it is also one of the big factors if students are lazy to follow because learning is one way, so some students have no motivation in learning, as teachers, they only usually motivate students to achieve what is their responsibility towards their students, with the video media. What is interesting is that teachers and students can answer all of these from factors that can save on fiqh subjects in state or private educational institutions, especially MTsN 2 Sidenreng Rappang.

Video media in learning on the other hand has a negative influence on students, the unlimited dissemination of information has opened up access to things that are detrimental to morals and the philosophical values of education. The increasing development of information technology in the world of education has become an obstacle for some teachers. who have not been able to take advantage of the results of technological developments so that the ongoing learning process does not run optimally, but there is definitely a way out if the existing teachers are willing to try to operate laptops, design video media devices following developments in information technology. As information technology develops, society's mindset also develops. So that various existing educational institutions must be able to create new innovations in the classroom education system.

The first time he taught students he only taught using the lecture method, showing electronic books and power points which were not interesting, but along with the development of information technology, he tried to keep up with developments in the use of video media, resulting in various kinds of obstacles that he had previously experienced in using video media.

Supporting factors in the video media learning process at MTsN 2 Sidenreng Rappang are that students can access video media that is appropriate to fiqh material via the internet, can be displayed easily, presents repeated videos of the material studied so that students can focus on the learning process to be

interested. and concentration in studying.

The increasing development of information technology in the world of education has become an obstacle for some teachers who have not been able to take advantage of the results of technological developments so that the ongoing learning process does not run optimally, but there is definitely a way out if the existing teachers are willing to try to operate laptops, design Video media devices follow developments in information technology. As information technology develops, society's mindset also develops. So that various existing educational institutions must be able to create new innovations in the classroom education system.

The first time he taught students he only taught using the lecture method, but along with the development of information technology he tried to keep up with developments in the use of video media resulting in various kinds of obstacles that he had previously experienced. For example: 1) personal WiFi is disrupted, students while in the teaching and learning process suddenly run out of quota causing. 2) Madrasah WiFi is disrupted, educators and students experience disrupted madrasah WiFi due to power outages. 3) The laptop network to the Smart TV is disrupted, the teacher's laptop cannot be connected to the Smart TV resulting in the learning process being disrupted.

These obstacles that usually occur are with the awareness of educators and students to prepare what is needed in the learning process in class, prepare good WiFi and prepare the quota that is really needed in the learning process, of course with the cooperation of educators and students to make sure it works. well as expected.

CONCLUSION

The use of video media at MTsN 2 Sidenreng, Lakessi Village, Maritengngae District, Sidenreng Rappang Regency, has been around for several years, starting in 2011 with a liquid crystal display (LDC) in 2021, then first there was a Smart TV as a video player tool used by MTsN teachers. 2 Sidenreng Rappang in the learning process in the classroom where the teacher uses Smart TV in learning, specifically in fiqh learning the teacher uses video media so that students understand the material on alms, grants and gifts.

In the learning process, especially in fiqh subjects, students can easily utilize video media which can be re-shown both in the madrasah and at home to produce satisfactory grades where students are given practice assignments at home.

In the learning process, we use videos made by teachers at MTsN 2 Sidenreng Rappang. Students are given the opportunity to use videos on the internet or YouTube that are related to the fiqh material being taught.

RECOMMENDATION

For Madrasahs, in carrying out learning at MTsN 2 Sidenreng Rappang, at least teachers are able to design and use video media in delivering lesson material according to the abilities and fields of study teachers at the Madrasah.

Teachers in carrying out learning in madrasahs are able to use video media with available networks to convey lesson material to make it interesting and fun so that students are interested in the material being presented.

To anticipate obstacles in delivering lesson material, teachers must prepare a Learning Implementation Plan (RPP) and prepare whatever is needed for the lesson material that is usually delivered.

For researchers who are able to use regular video media to convey to participants in learning and various video media available on the internet and YouTube, students can learn independently according to the material presented.

MTsN 2 Sidenreng Rappang is a school for increasing general knowledge and religious knowledge. Teachers play an important role in learning in the digital era using video media in learning.

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