

## THE IMPLEMENTATION OF REALIA AND DIGITAL MEDIA IN THE FORMING OF STUDENTS’ CHARACTER IN SKI SUBJECTS AT SMAN 1 MAGETAN

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**Abstract** Islamic Cultural History (SKI) is one of the subjects that must be understood by students in Islamic-based educational institutions. If in public schools the SKI subject is integrated into the PAI subject. To achieve maximum understanding, appropriate methods and media are needed. Using the *realia* and digital media is an option in an effort to build student character in SKI subjects. The research method used a qualitative approach, namely the data obtained through observation, interviews and literature studies. The results of the study explain that the use of both *realia* and digital media, or mixed learning media (blended learning media) is able to contribute the forming of students’ character. Precisely, through *ibrah*/messages that can be taken from the SKI materials that have been delivered by an interesting learning media.

**Keywords** Realia Media; Digital Media; Blended Learning Media; Character building

### A. INTRODUCTION

The history of Islamic culture is the mother of science all over the world. Understanding the journey of the emergence of Islam even before Islam came will amaze people, that Islam once ruled the world with the knowledge discovered by Muslims. But often, most of us don't really enjoy historical, uninteresting or boring material. While the teachings of Islam basically emerged from the journey of Islam brought by the Prophet Muhammad SAW. Without knowing the teachings of Islam well, it is impossible for someone to carry out worship properly and correctly.

Studying history, especially Islamic history, has many benefits, including knowing the origins of Islamic culture, shaping character and personality, giving instructions in life, making a person able to think critically and chronologically and keep someone away from radical attitudes. (Cikka, 2019) For this reason, finding the right method in learning Islamic history is a necessity so that students can enjoy and understand history well.

History learning has an unattractive assumption among students, this is because history learning is still at the stage of memorizing, lecturing and telling stories. Similarly, what happened at SMAN 1 Magetan, most of the students thought that Islamic history was a boring subject. Not many teachers use interesting methods in teaching History. However, there are also teachers who try to use interesting methods in learning Islamic Cultural History.

The teaching method is a way that is used by teacher in interaction with students during the lesson. (Sudjana, 2009) The use of learning methods will be more effective if the teacher also used some learning media during the lessons. Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted by students.

In another hand, learning media for Islamic Cultural History (SKI) is rarely used by teacher. It because of some teachers do not expert in using media, so that students though that History is always being a bored lesson. The task of the teacher in carrying out the planning and learning preparation process includes: (1) determining the learning objectives; (2) preparing materials or teaching materials; (3) choosing the appropriate teaching method; (4) determining the media to be used; and (5) choosing and preparing learning evaluation techniques.(Marpanaji dkk., 2018)

Islamic Cultural History (SKI) is one of the compulsory subjects taught in Islamic-based educational institutions, starting from Madrasah Ibtidaiyyah (MI), Madrasah Tsanawiyah (MTs), to Madrasah Aliyah (MA). Educators are expected to be able to convey Islamic Cultural History (SKI) subjects well to students. This SKI is also taught in public schools, which is integrated into the Islamic Religious Education (PAI) subject.

Many students find it difficult to understand SKI subjects. In carrying out learning, of course requires learning methods and media. The learning method is related to the method used in conveying the material. While the learning media is related to the tools or facilities used in learning. Educators must use the appropriate SKI learning methods and media in order to produce students who are able to fully understand the SKI learning stages. SKI learning is not only aimed to transfer any information but also transfer some values from the journey of Islam.

Every educator always has their own learning methods and media, which may be different from other educators, including the PAI educators at SMAN 1 Magetan. A teacher is the key to conveying material and also the value of all subjects, including SKI. In the digital era, a teacher is required to be creative in using various kinds of media, both real and digital media. Apart from being able to use the media, an SKI teacher has the main task of forming student character.

One of the teachers at SMAN 1 Magetan used *realia* media, digital media and blended learning media in learning SKI. In SKI learning, *realia* media is quite suitable to be used in the forming of students' moral/character in the form of real examples. Virtual media (digital) is used to form the students' character by showing videos related to SKI material such as *Dakwah* of Rasul, the story of Khulafaur Rasyidin and so on. The two media can also be used together which is then referred to as blended learning.

## B. METHODS

This study uses a qualitative method which emphasizes the observation of phenomena and examines the substance of the meaning of the phenomenon. Qualitative research is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behavior or phenomenon. (Mohamed dkk., 2010)

Qualitative methodology is defined by Bogdan and Taylor as research that produces descriptive data in the form of written or spoken words from people and observable behavior. (Bogdan, 1998) According to them, this approach is directed at the background and the individual holistically (as a whole). ). So, in this case, it is not permissible to isolate individuals or organizations into variables or hypotheses, but it is necessary to view them as part of the whole (Lexy J. Moleong, 2005). (Nursanjaya, 2021)

Data collection techniques used by researchers are through:

### 1. Observations

Data collection techniques by observing all activities carried out at SMAN 1 Magetan

### 2. Interview

The technique of collecting data was by holding face-to-face meetings and asking questions to the informant, namely Mrs. Riris Ratnasari as a teacher of Islamic Cultural History.

### 3. Documentation

Researchers collected data by taking pictures of documentation, conducting investigations from

books, learning tools and learning guidebooks at SMAN 1 Magetan.

### C. RESULT & DISCUSSION

Method literally means "way". In general usage, a method is defined as a way of carrying out an activity or a way of doing work using facts and concepts in a systematic manner. (Muhibbin, 2010) Method is a way used to achieve predetermined goals. (Siregar & Nara, 2010) Methods are way used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. (Solichin & Nuha, 2019) Whereas learning is a multidirectional communication process between students, teachers, and the learning environment. So it can be interpreted that the SKI learning method is a way for educators to convey Islamic Cultural History (SKI) material to students.

Meanwhile, learning media is defined by Oemar Hamalik as the tools, methods, and techniques used in order to make communication and interaction between teachers and students more effective in the education and teaching process in schools. (Arsyad, 2011) According to Suprpto and friends, learning media is an effective supporting tool that can be used by teachers to achieve the desired goals. So it can be concluded that the SKI learning media is a tool used to help the SKI learning process so that it can run effectively.

#### C.1 Realia Media by Using Mystery Box or Pop-Up Books

One of the learning media that used by Islamic education teacher at SMAN 1 Magetan in the SKI learning is *realia* media. *Realia* media are all real media in the classroom and all real media that can be used in observation activities outside the classroom. (Masnunah, media realia dan media maya) Media realia can be in the form of objects that can be used to help learners, for example, flowers, stones, and newspapers carried by students or carried by the teacher. (Masnunah, 2018)

Mrs. Riris Ratnasari, as a PAI teacher at SMAN 1 Magetan used *realia* media in the form of assignments, namely mystery box or pop-up books. The mysterious box learning media consists of a mysterious box, said to be mysterious because the card is inserted into an envelope which is then placed in a box so that the contents of the card are not known. The contents of the card can be in the form of materials, questions, pictures, orders or instructions, bonuses and sanctions. (Maslikan, 2017) Meanwhile, Media Pop-Up Book is a three-dimensional (3D) book that has 3-dimensional (3D) elements that can move when the page is opened, and provides visualization and a more attractive appearance to improve students' understanding of the material. (Setyanigrum, 2020) The advantages of the Pop-Up Book media as disclosed by Anggraini, Nurwahidah, Asyhari, Reftyawati, & Haka (2019) include: (1) Pop-up books are made using thick paper so that they are not easily damaged (torn). (2) Each page of the pop-up book contains an interesting picture so that it makes students more active and enthusiastic in participating in learning activities. (3) Pop-up books can be used independently or in groups. According to Bluemel and Taylor (2012: 23) mentions several uses of Pop-Up Book media, namely: (1) To develop young people's love of books and reading, (2) Can be useful for critical thinking and develop creativity, (3) Can capture meaning through the representation of attractive images and to elicit the desire and urge to read. (Dewanti dkk., 2019)

By using the product (mystery box/pop-up book) that has been made by students, students and their groups explain the material to their other friends. Because the media in the form of assignment work is made attractive so that it can increase the enthusiasm of students in learning SKI. In addition, character education is easier to apply. *Realia* media can be applied in offline and online conditions.

The steps for implementing *realia* media by Using Mystery Box or Pop-Up Books that implied by PAI SMAN 1 Magetan teachers in learning SKI during pandemic are as follows:

##### 1. Giving Instruction

The PAI teacher gives instructions to students to make a product in the form of a mystery box or pop-up book. For conditions before the pandemic (offline), the product was made in groups and

the products chosen to be made were pop-up books. As for the pandemic condition (online), the product is made independently and the selected product is a mystery box. The difference in the product made is based on the level of difficulty of the product. Pop-up books are considered more difficult than mystery boxes. So that in a pandemic condition the students are instructed to make mystery boxes independently then it will be presented on video that will be sent to the teacher.

## 2. Presenting a product realia media (mystery box/ pop-up books)

There are two ways of presenting student work that are often done by Mrs. Riris Ratnasari before pandemic (offline) and one way during pandemic (online), namely:

- a. Each group comes to the front of the class to present their work to all students in the class.
- b. Students gather with the group to a place or post according to the PAI teacher's direction. Groups are spaced apart from each other. Then, 2 students were appointed to stay at the group post to present their work to other group members who came. The rest of the group members who were not on duty at the post were given the task of going around to other groups to listen to presentations from other groups. And they are the ones who will later be tasked with conveying what they got from the other groups to the 2 students who stayed at the post.

In mystery boxes or pop-up books that have been made by students, it can contain pictures of figures, historical buildings, discoveries of Muslim scientists and so on. The designated student must explain the relationship between the objects in the box, the SKI material and the message contained in the material. Examples of objects that can be placed in a mystery box, for example, the Qur'an relating to the reign of Usman bin Affan. Students can explain the relationship between the Qur'an and Usman's story and then take *ibrah*/messages from the material. In addition, it can also be filled with equipment such as globes, robots, miniature airplanes and other equipment which was a phenomenal invention of Muslim scientists during the Umayyad dynasty or the Abbasid dynasty. Students can convey messages from the persistence of Muslim scientists in the past, and make them as figures.

- c. During the pandemic, the *realia* media was still used by Mrs. Riris in learning SKI. There are differences in how to apply *realia* media before the pandemic and during the pandemic. During the pandemic, teachers don't form groups to make them. Students make *realia* media products in the form of mystery boxes or pop-up books independently. The content provisions of the mystery box or pop-up books made by students are the same as those explained by the teacher when applied offline. Product presentations are made by making videos about the products and then uploading them to students' social media. In product presentations, students are still asked to convey *ibrah*/messages that can be taken from the material that has been explained.

## 3. Accountability for the presentations that have been made

After the product presentation (mystery box/pop up books) is done, students are asked to record every *ibrah*/message that can be taken and imitated in today's daily life. This note-taking task applies to all products that have already been delivered. In this case, students are invited to think critically to connect the past history with the present life. What values are appropriate to apply. Thus, students not only understand the SKI material in depth, but students are able to know *ibrah*/messages in every historical event. In a history lesson, the point is being able to take lessons/messages.

## C.2 Digital Media by Using Quizizz application

The other media that is used by the PAI teacher at SMAN 1 Magetan is digital media. Digital media selected by Mrs. Riris is making quiz with Quizizz application. Quizizz itself, is an educational game application that is narrative and flexible, besides being able to be used as a means of

delivering material, Quizizz can also be used as an interesting and fun learning evaluation media. (Salsabila dkk., 2020)

The use of this Quizizz application aims to apply character education to students. It is proven by doing this Quiz, students practice to be honest and independent in the process. In addition, students are able to be competitive with their friends to complete the quiz quickly and correctly. Digital media in the form of this quizizz application is clearly suitable to be applied in offline and online conditions. There is no significant difference in the application. It is only located at the Quizizz venue. When in normal condition (offline) all students are in the same class as the teacher. While in pandemic condition (online conditions), students and teachers are in different places.

The steps for implementing quizizz application method by PAI SMAN 1 Magetan teachers in learning SKI during pandemic are as follows:

1. Giving Instruction

The PAI teacher gives an explanation of the rules for playing the quiz. Students are given instructions to prepare themselves to do the quiz. Instructions are given on *whatsapp* group. After that, the PAI teacher gave a link to access the quiz.

2. Implementation of Quizizz application

Quiz is conducted independently by students. Quiz is done simultaneously according to the time determined by the PAI teacher. Students are competitive in doing quizzes. Students who are able to do the quiz questions quickly and correctly will be ranked first. Students answer correctly with the speed of number two, ranked number two and so on. This ranking continues to change every time you finish answering each number of quiz questions. Each number answered will get its respective value according to the speed of time used to answer the question. With this quizizz media work system, it minimizes student cheating. Students will try to work as quickly as possible in order to occupy the top rank. Students will not have time to look for answers in books or on the internet. Students also will not have time to work together with other friends

3. Accountability answers to *quizizz*

After the quiz by using *quizizz* application is carried out, students are asked to send the results of the quiz to the PAI teacher. Then, the teacher analyzes the questions that many students answered wrongly, then an online meeting is held to discuss the wrong questions. In the online meeting, the teacher also gave additional explanations about the material. about entering the google meeting link to discuss the quiz that has been carried out.

#### D. CONCLUSION

Education is closest side of world changing, both real and digital. Therefore, being an alert educator is a must. *Realia* media can be used in the real world, namely by meeting face to face in class. *Realia* media provides real information for students, by presenting objects that describe past conditions in SKI lessons. By presenting real objects or bringing students to an environment that contains elements of history, it is easier for students to understand a past story and take lessons in depth. Digital media is also a media that must be mastered by a teacher. In today's era, students can be said to be the owners of the digital world so they can get a lot of information from the digital world easily. Then our task as teachers is to guide students to take lessons and advantages through the digital world, in this case through learning SKI. The use of *realia* media and digital media in SKI lessons can be concluded that both have an important role in the transfer of values. The use of the right media will help teachers in the forming of students' character, especially in SKI subjects.

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