

Socialization of the Use of Multimedia as a Learning Tool to Improve the Skills of MAS Darul Ilmi Students

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ABSTRACT

Based on the observations that we found at MAS Darul Ilmi that the level of understanding and knowledge of multimedia was still low, so that's why the community service team provided socialization of the use of multimedia as a learning tool to improve the skills of class XI students at MAS Darul Ilmi Desa Haholongan. With the implementation of this service, a satisfactory result was obtained, that the students of MAS Darul Ilmi got information, insight, and knowledge that multimedia plays a very important role in learning, including that multimedia is very important for everyday life, especially at this time. Information and communication technology is advancing very rapidly.

Keywords: Learning Devices, Multimedia, Skills.

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INTRODUCTION

Education is needed in the intellectual life of the nation as a national goal. An intelligent nation is needed in the development of its country, both in terms of economy, social and culture. Education has a very important role in the process of educating the nation's life. Education is an integral part of development. Education can not be separated in the country's development process. Through education the development of science and technology will be easily absorbed so as to enable a nation and country to progress. The importance of educational goals for the development of the country, clear rules are needed to achieve the goals of education itself. The rules are made by the government as a policy that must be obeyed by all parties who run education. Policies are issued to improve the quality of education and advance education to suit the times. Creating students who have good personality and skills is a difficult task for every educational institution. In particular, Vocational High Schools are required to create graduates who are ready to work.

Therefore, students must be equipped with certain skills so that after completing their education they can compete both as workers and as entrepreneurs. Preparing students who have good skills requires good educators or teachers. Teachers and students are required to have good quality, because the quality of teachers and students, in this case the ability of teachers will affect student achievement. The competence of a teacher in the educational process is very vital, namely teaching, besides that it also guides, directs and becomes a facilitator. The teacher becomes a facilitator to help students transform their potential into abilities and skills which when developed will be beneficial for human life. In the teaching and learning process, teachers are always required to provide new innovations so that students are able to gain new experiences in the teaching and learning process.

This innovation is needed so that the learning process becomes fun and interesting. This innovation can be in the form of developing learning media and learning methods. The use of learning media that has not been utilized in teaching and learning activities makes the learning process monotonous and boring. This learning media for example powerpoint, video learning, interactive multimedia, and others. Given this, the teacher has not used the learning media, the teacher still uses books and blackboards as learning media. Besides, the learning method used by most teachers is still conventional, namely the lecture method. This method is deemed no longer appropriate, this is unfortunate considering that in the era of information technology there are many software and hardware that can be applied as a means of developing learning media. Development is carried out to create interesting learning media. Interesting media and learning methods will make it easier for teachers

to increase students' motivation and understanding in absorbing learning materials. However, in practice not all teachers can develop learning media. The ability and knowledge of teachers in the field of minimal development makes it difficult for teachers to innovate more.

Educators in this case teachers who master the material have not been able to present a form of learning using computers as learning media. The rapid development of information technology allows one to explore data and information more broadly and practically. Utilization of computers in various fields of work can improve performance and enable activities to be carried out quickly, precisely and accurately. Finally it will increase work productivity. The advancement of computers is also closely related to the world of education. Most schools also include computers as a compulsory subject. Even computer technology provides innovation in the learning process and also allows distance learning or learning without face to face.

Teachers still use books as a learning resource and the blackboard as a learning medium. Especially in the subject of Introduction to Office Administration on the Basic Competence of Describing Management Information Systems. This causes students to tend to be passive in the learning process, so they are only recipients of information from the teacher. The monotonous learning technique of Office Administration, using verbal communication makes students feel bored. The application of conventional learning methods or lecture methods by this teacher causes students to have less opportunity in the learning process to convey ideas or ideas, develop experiences, and have potential. Computer technology has not been used for the learning process of Basic Competence in Outlining Management Information Systems, thus causing a decrease in students' motivation and interest in learning. The limited knowledge of teachers in developing interactive multimedia-based learning media as a teacher's media to deliver subject matter. Interactive multimedia-based learning media will provide a different atmosphere that can change students' perceptions of learning Basic Competencies to Describe Management Information Systems.

Multimedia has a good impact on educators, because with multimedia educators have the opportunity to develop learning techniques so that they can improve learning outcomes for the better. Multimedia for students is expected to make it easier for them to absorb subject matter quickly and efficiently and independent learning can be applied. The use of interactive multimedia-based learning media in the learning process will shift boring learning into fun learning. Utilizing interactive multimedia makes teachers no longer the only source of student learning and multimedia is expected to make students active in learning. Students' interest in interactive multimedia-based

learning media will also increase student learning motivation. Multimedia learning provides opportunities for students to learn independently, so that learning can be done anytime.

METODE

This service uses a research and development (R&D) approach, aiming to develop effective and practical learning tools as learning media. In this context, the learning media in question is multimedia as a learning tool in training skills and developing lecturers to create learning media. This Community Service will be held on May 10, 2022 at MAS Darul Ilmi Halongonan, Jl. Hutaimbaru-Mount Tua, Harapan Jaya Village.

RESULTS AND DISCUSSION

1) Learning Media

Warsita said "learning (instruction) is an attempt to make students learn or an activity to teach students. In other words, learning is an effort to create conditions for learning activities to occur. Learning is defined as a teaching and learning activity in which teachers and lecturers and students interact directly. Prawira Dilaga argues that "there are four learning activities, namely teaching activities to motivate, material presentation activities, assessing learning outcomes and providing assignments or enrichment. Meanwhile, according to Hamalik said that "learning as a combination that consists of elements of humans, materials, facilities, equipment and procedures that influence each other to achieve learning objectives. "From the statement above, it can be concluded that learning is an effort to condition an environment supported by facilities for presenting material and instructions by education and creating a learning atmosphere that is accepted by students to achieve learning objectives. Warsita said, "This learning requires a learning strategy. Where the learning strategy is the process of selecting and compiling learning activities in learning units such as the sequence, nature of the material, scope, methods and media that are most appropriate to achieve learning competence. "Learning media, namely learning equipment and materials used by teachers and students in learning activities.

Media that can convey learning messages or content to teach someone. (Warsita, 2008; Prawiradilaga, 2009). In the learning process, Daryanto (2012, p. 8) says "media has a function as a carrier of information from the source (teacher) to the recipient (student). Thus the function of the media in the learning process as a procedure to assist students in receiving and processing information in order to achieve learning objectives. "The use of media in a

learning process is divided into several groupings based on the use of media. Arsyad (2010) said that the groupings are: (1) human-based media; (2) print-based media; (3) visual-based media; (4) audio-visual based media; (5) computer-based media. The media mentioned above must have an important role in supporting the learning process. The role of learning media according to Smaldino (in Prawiradilaga, 2009, p. 64) suggests that: (1) learning media that are functioned by the teacher and become part of the presentation of the material presented by the teacher; (2) learning media that is functioned by the students themselves because they feel that they want to be involved in their learning activities; and (3) distance learning requires adequate telecommunications facilities, both for synchronous and asynchronous interactions. It can be concluded that there are many categories of media and learning resources, depending on who formulates them. However, what is more important in learning is how to use media and learning resources optimally.

2) Learning Multimedia

According to Munir, multimedia is a combination of various media in the form of text, images (vector or bitmap), graphics, sound, animation, video, interaction, and others that are packaged into digital media, used to convey or deliver messages to the public. "Multimedia can be used in various fields, including economics, information technology and education. One area that requires multimedia technology is education, especially in the learning process. Multimedia learning according to Munir is "the delivery of teaching materials interactively and can facilitate learning because it is supported by the emergence of material/subject texts accompanied by pictures, sounds, or live images of the subjects being studied, making students more centered and having high curiosity. Daryanto said that "learning multimedia is useful for channeling messages (knowledge, skills and attitudes) and can stimulate students' choices, feelings, concerns and willingness so that the learning process takes place, is purposeful and controlled. "If learning multimedia is used and developed appropriately and well, it will provide enormous benefits for teachers and students. As stated by Daryanto, the benefits are "the learning process is more interesting, more interactive, the amount of teaching time can be reduced more. "The benefits are obtained because of the nature of a learning multimedia described by Daryanto, as follows: (1) Enlarging objects that are very small and invisible to the eye; (2) Minimizing very large objects that are impossible to present at school; (3) presenting objects or events that are complex, complicated and take place sooner or later; (4) presenting distant objects or events; (5) presenting various dangerous events; and (6) increase the attractiveness and attention of students.

3) Multimedia Integration in the Learning Process

In the context of multimedia learning, it has been able to provide various characteristics and principles so that learning can be said to use multimedia. Darmawan said "if it has the following characteristics: *content representation* , *full color and high resolution* , through electronic media, varied types of learning (learning models), learning responses and reinforcement, developing self- *tevaluation principles* and can be used classically or individually. "Examples of multimedia using computers in the learning process according to Daryanto can teach "concepts of rules, principles, steps, processes, and complex calculations. Computers can also explain the concept in simple terms, by combining animated visuals and audio. Thus, it is suitable for independent learning activities. "In addition to the form of the media, the multimedia-based learning process depends on the learning model used. In other words, the multimedia relationship in the learning process can be presented according to the desired learning model. So that the teaching and learning process runs effectively with quality results.

4) Multimedia Development for Learning

The development of a software depends on the goals, requirements, and various other factors that are closely related to software development. Multimedia is the use of computer technology that is no longer foreign in the learning process, where computer technology has been integrated into all educational processes. The implication is a changing view that learning is no longer a provision of information but a process to learn how to learn. Multimedia is not only interpreted as the use of more than one media in learning, but multimedia is more defined as the use of computers that combine text, graphics, animation, audio and video images by combining links and tools that allow users to navigate, interact and communicate in learning.

Darmawan said that in the context of innovation or learning revolution, the following interactive multimedia development procedures are needed:

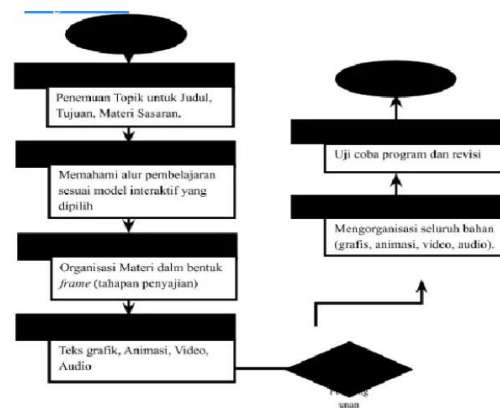


Figure 1. The Procedure for Developing Interactive Multimedia Programs for Learning.

Thorn proposed six criteria for “assessing interactive multimedia, namely: (1) ease of navigation; (2) cognitive content; (3) knowledge and presentation of information; (4) media integration; (4) artistic and aesthetic; and (5) overall function. "It can be concluded that a multimedia learning requires development and assessment that must be in accordance with the needs of the learning process in the field. A simple development procedure requires a development software selection procedure, this will be useful because each software has a different base such as Bitmap, vector and Html bases. This development model can later be used to design multimedia structures.

5) Interactive Multimedia in Learning

Previously, it was discussed about the meaning of multimedia, the following is an interactive understanding according to Munir, which is related to two-way communication or more of the communication components. The communication component in interactive multimedia is the relationship between humans (product users) and computers (software/applications). Interactivity in multimedia includes: (1) users (users) are involved to interact with application programs; (2) interactive information application aims so that users can get only the information they want without having to know everything. According to Reddi & Mishra interactive multimedia can be defined “as an integration of multiple media elements into a synergistic and symbiotic whole that results in more benefits for end users than media elements can provide individuals. "Interactive multimedia according to Daryanto is: A media equipped with a controller that can be operated by the user, so that the user can choose what he wants for the next process. Examples of interactive multimedia are interactive learning and game applications. Based on the understanding of multimedia and interactive, it can be concluded that interactive multimedia is a way of

working multimedia designed by multimedia makers in order to be able to inform messages according to the interactivity of the user's wishes.

By using multimedia-based learning media to combine media in the learning process, it will help educators create creative presentation patterns. In addition, the content of the subject matter can be modified to be more interesting and easy to understand, the objectives of difficult material will be easy, a tense learning atmosphere will be fun. According to Munir, the uses of interactive multimedia in learning include: (1) more innovative and interactive learning systems; (2) educators will always be required to be creative and innovative in seeking learning breakthroughs; (3) able to combine text, images, audio, audio, music, animated images or videos in a single unit that supports each other in order to achieve learning objectives; (4) increase the motivation of students during the teaching and learning process until the desired learning objectives are obtained; (5) able to visualize material that has been difficult to explain with just conventional explanations or teaching aids; (6) train students to be more independent in gaining knowledge

6) Interactive Multimedia in Learning

Multimedia is divided into two categories, namely linear multimedia and interactive multimedia. Munir said that linear multimedia is multimedia that is not equipped with any controller that can be operated by the user. This multimedia runs sequentially (sequentially), for example TV and Film. Interactive multimedia is a multimedia that is equipped with a controller that can be operated by the user, so that the user can choose what he wants for the next process. Examples of interactive multimedia are interactive learning, game applications and others.

Munir said "interactive multimedia can be interpreted as a learning model that can be used to channel messages (massage), stimulate the thoughts, feelings, concerns and wills of students so that they can encourage the learning process. Media forms are used to enhance the learning experience to make it more concrete. "Thus, we can expect the results of the learning experience to be more meaningful for students. In other words, it can be concluded that a multimedia is said to be interactive if the control process for the display of material discussion in multimedia is carried out according to the wishes of the multimedia user. What is meant by user desires is what students want to learn.

7) Characteristics of Interactive Multimedia in Learning

Interactive multimedia has characteristics that are features that are not shared by other media, namely:

- a. Multimedia provides an interactive process and provides easy feedback.
- b. Multimedia gives students the freedom to make decisions. the topic of the learning process.
- c. Multimedia provides easy systematic control in the learning process.

Feedback used in interactive multimedia learning is through concept modeling, practice, support, articulation and reflection. In this context, modeling means that the material is packaged by modifying the elements contained in the multimedia, for example text clips, inserting a harmonious voice intonation, making images that match with interesting animations and others. While the concept of practice requires software that allows students to continuously interact with the questions given, until students find the right and right answers.

Salktora from interactive multimedia gives students the option to choose lessons that are done alone or in groups with consideration of the convenience factor, for that we need a database containing the words used in the learning process, this is called the concept of support. While the concept of articulation is given in audio for students who are less able to understand commands in text form. Articulation concepts are additional concepts and multimedia programs that will clarify a problem using animation or video capabilities.

If learning multimedia is selected, developed and used appropriately and well, it will provide enormous benefits for teachers and students. In general, the benefits that can be obtained are that the learning process is 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 carried out anywhere and anytime, and student learning attitudes can be improved.

8) Functions and Roles of Interactive Multimedia in Learning

Interactive multimedia as a learning medium has the following functions:

- a. The function of learning media as a learning resource

Namely learning media as distributors, transmitters, liaisons and others. In the book *Learning Media A New Approach*, written by Yudhi Munadhi, that learning resources are understood as all kinds of sources that are outside one's self and allow (facilitate) the learning process.

b. Semantic function

Namely, the ability of the media in adding to the vocabulary (verbal symbols) whose meaning or intent is truly understood by students (not verbalistic).

c. Manipulative function

First, multimedia capabilities in overcoming the boundaries of space and time, namely; the ability to present objects or events that are difficult to present in their original form, able to shorten a long time, bring back objects or events that have occurred previously. Second, the ability of multimedia in overcoming the limitations of the senses, namely enlarging objects that are too small, helping students understand objects that move too fast or too slowly, helping to understand objects that require clarity of sound, helping students understand objects that are too complex.

d. Psychological function

- 1) Attention function, can increase students' attention to teaching materials
- 2) Affective function, which arouses feelings, emotions, and the level of acceptance or rejection of students towards something.
- 3) Cognitive function, through multimedia learning will obtain and use representative forms that represent the objects at hand. These objects are present in a person through responses, ideas or symbols which in psychology include mental actions. The more often confronted with objects helps the cognitive development of students.
- 4) Imaginative function, learning media can improve and develop students' imagination. Imagination includes the generation or creation of new objects as a plan for the future or can also take the form of fantasy which is dominated by autistic thoughts.
- 5) The function of motivation is to encourage students to enjoy learning and make it easier for students who are considered weak in receiving lessons.

e. Socio-Cultural Function

Namely overcoming socio-cultural barriers between participants in learning communication. This can be given by socio-cultural events that occur in the environment because multimedia as a learning medium has the ability to provide the same stimuli, equate experiences, and generate

the same perceptions. While the role of interactive multimedia in learning are:

- 1) Provide feedback/interactive, for example: in interactive multimedia software there is feedback in the form of guides which students can respond to later.
- 2) Overcoming student barriers in receiving lessons with limited time. For example, interactive multimedia can be taken home, played repeatedly and can be run by students without the help of the teacher. Because interactive multimedia adheres to student centered education.
- 3) Overcoming differences in learning styles, because interactive multimedia is equipped with text, images, photos, videos that are visual and audio and kinesthetic because students carry out the instructions given by the software.
- 4) Overcome things that are too complex and help students understand complex material because interactive multimedia has the same role as media in general.
- 5) Overcoming the difficulty of teachers controlling the diversity of students' abilities independently in heterogeneous classes.

In the results and discussion, it displays an outcome or service output which can be in the form of skills or in the form of products as well as increasing knowledge about multimedia. The results here also indicate the level of achievement of the activity targets and understanding of MAS Darul Ilmi students.



Figure 2. Photos of Community Service Activities for MAS Darul Ilmi Sekolah School

Based on community service activities for MAS Darul Ilmi Class XI as a form of concern for class XI students where it is necessary to socialize that multimedia is very useful when used with various activities.

CONCLUSION

Based on the results achieved in this community service activity, it can be concluded that the implementation of counseling/consultation on the use of multimedia properly and wisely in order to improve the skills, skills and creativity of MAS Darul Ilmi students in Class XI is very enthusiastic and interested in developing their ideas and ideas through various multimedia applications. , whether it's through smartphones or even computers , it's just that sometimes the guidance and direction for students does not go according to what we expect, so there is still a lot going on among students with low levels of understanding and knowledge of the role of multimedia in learning . So with this community service, it provides students with an understanding of how to use multimedia properly and competently to support creativity and expertise, and as entrepreneurs.

Thank-you note

Thank you to all my team

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