DEVELOPMENT OF MACROMEDIA FLASH LEARNING MEDIA TO INCREASE PARTICIPATION AND RESULTS OF LEARNING AQEEDAH MORALITY VOCATIONAL SCHOOL, MUHAMMADIYAH

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Abstract: The learning process of aqeedah and morality at the Muhammadiyah Vocational School is currently not fully able to generate student participation and learning outcomes. When learning takes place, it is evident in the less innovative learning methods in terms of the quality of teaching that still seems to be merely delivering material with conventional methods. This study aims to develop a macromedia flash application-based media in the implementation of learning class X (ten) moral Aqeedah education at Muhammadiyah Vocational School. The learning media is to facilitate students in learning class X moral Aqeedah. This research includes the type of development research with reference to the Theory of Borg & Gall. Products developed based on preliminary research are the development of learning media based on macromedia flash applications to increase student participation and learning outcomes in subjects of moral aqeedah which contain complete material including: learning material, motivational videos, syllabus, lesson plans, and daily Deuteronomy. The trial subjects in this research and development are learning media experts, guidance teachers, and subjects of class X as potential product users. Data collection techniques were carried out by questionnaires used to assess media developed in terms of media completeness and media quality. Data were analyzed descriptively qualitatively and quantitatively. The use of learning media is an approach that does more than just using conventional methods. So from that the researcher hopes that the use of this learning media can be effective in increasing student participation and learning outcomes. Thus the students have strong aqeedah and morality so that they are ready to face the challenges of a heterogeneous outside world, able to maintain a noble attitude in the midst of the current era of challenge attacks, and active students in learning, giving rise to thoughts in students' minds that learning will be more meaningful what he will learn is not knowing it.

Keywords: learning media, macromedia flash, participation, learning outcomes, moral aqeedah

INTRODUCTION

Aqeedah and morality have a big influence on humans and a nation. The Prophet Muhammad was an apostle who was sent when there was damage to aqeedah and morality. Allah SWT deliberately sent the Prophet Muhammad to perfect human aqeedah and morality. Students in Muhammadiyah are expected to have the qualities of noble aqeedah and morality, adequate knowledge and also skilled at work so that they can be highly competitive. It is realized that personality education is at the core of Muhammadiyah education. In the curriculum, personality education at Muhammadiyah Karangmojo Vocational School is outlined in Islamic Religious Education (Al-Islam) which consists of Al-Qur'an Education / Al-Hadith, Aqeedah and morality, Worship / Mu'amalah, Date, Kemuhammadiyahan and Arabic

(ISMUBA). Through the education of aqeedah and personality morals at the Muhammadiyah Vocational School Karangmojo was formed, developed and also instilled in students.

The learning process of aqeedah and morals at the Muhammadiyah Vocational School in Karangmojo is not yet fully able to generate student participation and learning outcomes. When learning takes place, it is evident that the learning methods of aqeedah and morality are less innovative. Judging from the quality of teaching that still seems to be merely conveying material with conventional methods. Aqeedah and morality learning is still stopped at mastery of material theoretically which is only scientific (cognitive). This situation makes students often underestimate these subjects and students will feel bored when learning the subjects of aqeedah and morals.

The subjects of Aqeedah and morality are not different from other subjects. The difference lies only in the parts that are very difficult to teach and difficult to evaluate. So the difference is only a gradual difference, not an essential difference. Teaching Islamic Education requires a special method because Islamic Education is not only known but also practiced. Al-Islam learning in the classroom is still focused on the teacher as the main source of knowledge then the lecture is the main choice of learning strategies. This clearly turns off the potential of students. Because students only act as listeners and recipients of a set of information that must be remembered and memorized. Religious studies are like lectures held in classrooms which are less relevant for children of the same age as vocational students. Moreover, religious subjects are not included in the National Examination subjects. So that students seem to underestimate and are not enthusiastic in attending religious studies. Methods like this are still widely used in schools that are either favorite schools or regular schools (not yet favorite). In this study researchers conducted research at the Muhammadiyah Karangmojo Vocational School which is a private school under the auspices of the Primary and Secondary Education Council of the Muhammadiyah Regional Leadership of Gunungkidul Regency. The use of learning media based on macromedia flash applications is an approach that does more than just using conventional methods. Therefore, the researchers hope that the use of learning media based on macromedia flash applications can be effective in increasing student participation and learning outcomes in Aqeedah and moral learning at the Muhammadiyah Vocational School in Karangmojo. Thus the students have strong aqeedah and morality so that they are ready to face the challenges of a heterogeneous outside world, able to maintain a noble attitude in the midst of attacks of various challenges of the times, and active students in Aqeedah and moral learning so that students think that learning will more meaningful if you experience what you will learn instead of knowing it. From the background of the problem that has been described, it encourages researchers to conduct research "Development of Macromedia Flash Application-Based Learning Media To Increase Student Participation and Learning Outcomes in Aqeedah Morality Subjects in Class X of SMK Muhammadiyah Karangmojo.

APPROACH & RESEARCH METHOD

Research and development / R & D is a research method used to produce certain products, and test the effectiveness of these products. To be able to produce a particular product, it is used research that is needs analysis and to test the effectiveness of the product so that it can function in the wider community, research is needed to test the product. So development research is longitudinal (multy years).

As the name implies, Research & Development is understood as a research activity that starts with research and continues with development. Research activities are carried out to obtain information about user needs (needs assessment), while development activities are carried out to produce learning devices. This understanding is not very precise. Research activities are not only carried out at the needs assessment stage, but also in the product development process, which requires data collection and data analysis activities, namely at the stage of the expert validation process and at the stage of empirical validation or trial. While the name of development refers to the products produced in the research project. Characteristics of the main R & D steps that distinguish it from other research approaches. Borg and Gall, 1983 explained the 4 main characteristics of R & D, namely:

1) Studying research found that the product was to be developed. (conducting initial studies or research to look for research findings related to the products to be developed).

2) Developing the product base on this findings. (developing products based on the research findings).

3) The testing is in the setting where it will be used eventually. (field testing in settings or actual situations where the product will be used later).

4) Revising it to the deficiencies found in the field-testing stage. (make revisions to correct weaknesses found in the field test stages).

The development research procedure will explain the procedures adopted by researchers / developers in making products. The development procedure is different from the development model in describing the product design components developed. In the procedure, the researcher mentions the properties of the components at each stage in the development, describes the analytical functions of the components in each stage of product development, and explains the relationship between components in the system. In the needs of research and development, a researcher must fulfill procedural steps which are usually depicted in a flow picture from the beginning to the end.

RESULTS AND DISCUSSION

a. Relevant Research

To avoid similarities in research, the authors conducted a literature review of scientific papers that discussed "Developing Macromedia Flash Application-Based Learning Media to Increase Participation and Student Learning Outcomes, but the

authors have not found. Therefore the authors are interested in compiling "Developing Macromedia Flash Application Learning Media Basics to Increase Participation and Student Learning Outcomes". The scientific work that is the reference of the author relating to the preparation of learning software is a Thesis written by Muhammad Khoirun Aziz Student of the Postgraduate Program of the State Islamic University of Sunan Kalijaga Yogyakarta in 2015 entitled The Development of Android-based Interactive Learning Media to increase student participation and learning outcomes on PAI subjects . This type of research uses the Research and Development (RnD) method.

b. Theoretical basis

1. Learning Media

    The word media comes from the Latin medius which literally means middle, intermediary, or introduction. The term media is often associated with the word hyangt technology derived from the Latin tekne and logos.

    Yusuf hadimiarso gave the limitation of the learning media as everything that data was used to stimulate the thoughts, feelings, attention and willingness of students so that it could encourage the learning process in students.

    The benefits of learning media in the learning process are as follows:

    a. Learning will attract students' attention so that it can foster learning motivation

    b. Learning materials will be more clearly defined so that they can be better understood by students and enable them to master and achieve learning

    c. The method of teaching will be more varied, not merely verbal communication through the words spoken by the teacher so that students are not bored and the teacher does not run out of energy, especially if the teacher teaches at each lesson

    Students will do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, demonstrating, and so on.

2. Macromedia Flash application

    Macromedia Flash is software that is widely used by web designers because it has capabilities that are superior in displaying multimedia, a combination of graphics, animation, sound, and user interactivity. Macromedia Flash is a professional application authoring tool that is used to create amazing animation objects or text to create an interactive, interesting and dynamic website.

    Flash was developed from an application called SmartSketch. SmartSketch itself is an application for drawing that was launched in 1994 by FutureWave, not by Macromedia. This application is quite successful in the middle of a drawing application market that is dominated by Illustrator and Freehand.

In the summer of 1995, SmartSketch received input from its users so that SmartSketch can be used to create animations. FutureWave is very interested in making an application to create animations. But FutureWave is rather pessimistic about its marketing, because at that time the animation was only distributed with VHS or CD-ROM.

Then the World Wide Web began to develop its wings, where graphics and animation are vital. FutureWave sees this opportunity to market applications that are capable of producing two-dimensional animation. Then SmartSketc was modified so as to produce animation using Java programming as the player. The name is also slightly modified to become SmartSketch Animator. However, the name SmartSketch Animator was felt to be selling less, so the name was changed to CelAnimator. But later, because I was worried about being labeled as a cartoon-making application, CelAnimator was changed to FutureSplash Animator.

Although with a fairly revolutionary idea, Future Splash is difficult to popular. Therefore, Future Wave approaches Adobe. But because of the unsatisfactory FutureSplash demo with slow animation, Adobe refused to produce Future Splash. Only in November 1996, Macromedia approached Future Wave to work together. FutureWave approves Macromedia's offer. Then Future Splash Animator was renamed Macromedia Flash 1.0.

Macromedia is a software company engaged in graphics and web development. The company was founded in 1992 and has developed rapidly in the 1990s and 2000s. In December 2005 Macromedia was acquired by one of its rival companies, Adobe Systems, but Adobe is still using Macromedia's name on a number of programs.

Macromedia was founded in 1992 through a merger between Authorware Inc. (Authorware maker) and MacroMind-Paracomp (Macromind Director's maker). Until the mid-1990s, the Macromedia Director used to produce CD-ROMs and information kiosks was still Macromedia's flagship product, but along with the increasing popularity of the World Wide Web Macromedia created Shockwave, a plugin director for web browsers and in 1996 acquired two companies web-oriented, FutureWave Software (which makes FutureSplash Animator later developed into Flash) and iBand Software (maker of HTML authoring software - used as the basis for developing Dreamweaver).

In 2001 Macromedia acquired Allaire, who developed ColdFusion before finally in 2005 Macromedia itself was purchased by Adobe.

3. Student participation

Participation comes from English, namely "participation" which means taking part or participation. Whereas according to the Indonesian Dictionary Big stated that the definition of participation is "things to participate in an activity". According to Tjokrowinoto in Suryosubroto participation is the

mental and emotional inclusion of a person in a group situation that encourages them to develop their thinking power and feelings for

the achievement of shared goals is responsible for that goal. Keith Davis in Suryosubroto stated that:

"Participation is defined as mental and emotional involvement in a group situation which encourages the contribution to group goals and share responsibility in them."

Participation is intended as a person's mental and emotional involvement in achieving goals and taking responsibility in them. In this definition the key to thinking is mental and emotional involvement. Student learning participation means the participation of students in a learning activity as indicated by their physical and psychological behavior.

Optimal learning will occur if students participate responsibly in the learning process. Student activity is indicated by their participation. Activeness can be seen from several behaviors such as listening, discussing, making things, writing reports, and so on. Student participation is needed in setting goals and in learning and teaching activities. Participants' intentions are student participation which is a manifestation of student behavior in order to improve their ability which is the totality of a student's mental and emotional involvement so as to encourage them to contribute and be responsible for achieving a goal that is satisfying learning achievement.

4. Learning outcomes

Learning and teaching are inseparable concepts. Beajar refers to what a person must do as a subject in learning. While teaching refers to what a teacher should do as a teacher. Two concepts of teaching and learning carried out by students and integrated teachers in one activity. Between the two, there was interaction with the teacher. The ability possessed by students from the teaching and learning process alone must be able to get results also through one's creativity without the intervention of other people as instructors. Therefore the learning outcomes referred to here are abilities possessed by a student after he accepts treatment from the teacher (teacher), as stated by Sudjana. Learning outcomes are abilities possessed by students after receiving their learning experiences (Sudjana, 2004: 22). Whereas according to Horwart Kingsley in his book Sudjana divides three kinds of learning outcomes: (1). Skills and habits, (2). Knowledge and direction, (3). Attitudes and ideals (Sudjana, 2004: 22).

From the opinion above, it can be concluded that learning outcomes are the skills, attitudes and skills acquired by students after they receive the treatment given by the teacher so that they can construct that knowledge in everyday life.

Factors that influence learning outcomes:

a) Learning outcomes achieved by students are influenced by two factors, namely factors from within students and factors from outside of students (Sudjana, 1989: 39). From this opinion the factor in question is a factor in students 'ability changes as stated by Clark (1981: 21) stating that student learning outcomes in schools are 70% influenced by students' abilities and 30% are influenced by the environment. Likewise, the factors from outside the student are the most dominant environment in the form of quality learning (Sudjana, 2002: 39).

b) "Learning is a change in behavior, due to interaction with the environment" (Ali Muhammad, 204: 14). Changes in behavior in the learning process occur as a result of interaction with the environment. Interactions usually take place intentionally. Thus learning is said to be successful if there is a change in the individual. Conversely, if there is a change in the individual, learning is not said to be successful.

c) Student learning outcomes are influenced by students' abilities and the quality of teaching. The quality of teaching in question is the professional possessed by the teacher. This means that the basic abilities of teachers both in the field of cognitive (intellectual), the field of attitude (affective) and the field of behavior (psychomotor).

From some of the opinions above, the student learning outcomes are influenced by two factors in the individual students in the form of personal (internal) abilities and factors outside of the student's environment. Thus the results of learning are something that is achieved or obtained by students thanks to the effort or thought which is expressed in the form of mastery, knowledge and basic skills contained in various aspects of life so that it appears in the individual use of assessment of basic attitudes, knowledge and skills found in various aspects of life so that it appears in individuals quantitative behavior changes.

5. Moral Aqeedah

According to the language, the word Aqeedah comes from Arabic, namely [قَدَ-يَعْقِدُ-عَقْدَ عَ] meaning it is binding or entering into an agreement. Whereas Aqeedah according to the terms are matters which must be justified by the heart and accepted with a sense of satisfaction and strong in the soul which cannot be shaken by subhat storm (doubt). In another definition it is stated that aqeedah is something that expects the heart to justify it, which makes the soul calm down to him and who becomes a trust that is clean from doubt and doubt.

Based on the above meanings, it can be formulated that aqeedah is the basic fundamentals of the beliefs or beliefs of a Muslim heart that are sourced from Islamic teachings that must be held by every Muslim as a source of binding beliefs.

While the word "morals" also comes from Arabic, namely its plural] خلق[
[أخلاق] which means behavior, temperament, character, morality or character. In the Big Indonesian Dictionary, morals can be interpreted as manners, behavior. So, morals are attitudes that have been attached to a person and spontaneously manifested in behavior or actions. If spontaneous action is good according to the views of reason and religion, then it is called good morals or good morality, or easy morality. But if spontaneous action is in the form of bad deeds, then it is called despicable morality or moralityul madzmumah.

Basic moral aqeedah is the teachings of Islam itself which is the sources of law in Islam, namely the Qur'an and Al Hadith. Al-Qur'an and Al-Hadith are guidelines for life in Islam which explain the criteria or measure of the badness of a human deed. The first and foremost basis of moral aqeedah is the Qur'an and. When asked about the moral aqeedah of the Prophet Muhammad, Siti Aisyah said. "The basis of the moral aqeedah of the Prophet Muhammad is the Qur'an."

Islam teaches that people do good deeds and stay away from bad deeds. The measure of good and bad is said in the Qur'an. Because the Qur'an is the word of God, the truth must be believed by every Muslim.

In Sura Al-Maidah verses 15-16, it is said that "Our messenger has come, explaining to you many of the contents of the Book that you have hidden, and many of which he has left. Indeed, the light of Allah has come to you and the book that explains it. With that book God appointed those who followed His pleasure to the path of salvation, and (with that book) God took the people out of complete darkness to a bright light with His permission, and pointed them to the right path. "

The basis of the second moral Aqeedah for a Muslim is the AlHadits or the Sunnah of the Prophet. To understand the Qur'an in more detail, Muslims are instructed to follow the teachings of the Prophet Muhammad, because the behavior of the Prophet is a real example that can be seen and understood by every Muslim (Muslim)

CONCLUSION

After analyzing Borg and Gall's theory of product excellence there are several conclusions from this study:

a. Application based on Macromedia Flash Aqeedah Morality Subjects so that student participation and learning outcomes increase.

b. With the application developed can add information and knowledge in scientific repertoire, especially the study of learning media that is right for the subjects of aqeedah and morality and can contribute to understanding of how to create meaningful learning, so students are interested in learning Aqeedah and morals

c. Can create meaningful learning so that students are interested and get additional insights and learning skills that can be used to smooth the teaching and learning process, and more interesting and conducive and students will feel the importance of learning Aqeedah and morals.

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