The Use of Multimedia in Teaching Dirasah Islamiyah Course in Higher Education Institution in Indonesia

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Abstract

Dirasah Islamiyah is one of basic courses in the Faculty of Industrial Engineering, Jakarta Islamic University (FT-UID). This course aims to examine and develops Islamic teachings and concepts. After studying this course, it is expected that students are able to understand the Islamic teachings and concepts and are able to implement it in their daily life. One of issues of concern in Dirasah Islamiyah education at FT-UID is the low level of effectiveness and efficiency of the absorption of learning materials, as well as its effect on students' attitude in their daily life. This study was conducted using quantitative approaches: i.e., using time series test. Thirty-eight students majoring in Industrial Engineering, from Faculty of Engineering, Jakarta Islamic University, Indonesia were selected as participants. Results showed that multimedia learning positively improved pupils' achievement in Dirasah Islamiyah. The results imply that for an effective multimedia implementation, two prerequisite should be fulfilled. First, facilities and equipment must be made available, and second, the contents in the learning materials must be appropriate.

Keywords: Dirasah Islamiyah, multimedia, students' achievement

1. Introduction

Dirasah Islamiyah (Islamic Studies) is a basic course in the Faculty of Industrial Engineering, Jakarta Islamic University (FT-UID). Dirasah Islamiyah is a course aiming at examines Islam based on various different perspectives. FT-UID recognizes that education has an important role in the development of students' potential. Accordingly, emphasis is placed on the educational processes in order to facilitate students so that they can achieve the national educational goals. At all years of education, FT-UID has sought to develop a curriculum that is oriented towards improving the quality of the teaching and learning processes, including in teaching Dirasah Islamiyah. FT-UID also has set principles that must be followed to by all lecturers who teaching Dirasah Islamiyah. These principles were developed to improve the efficiency and effectiveness of the teaching and learning process (CFT-UID, 2015).

In the current era of globalization, characterized by the depletion of boundaries between the values, cultural, and environment of nations, it seems that Dirasah Islamiyah becomes an important subject and got a wide attention among Muslims and non-Muslims scholars. It is the fact that the values and cultural systems existing in the Islamic community have lost its power and dynamics and is not able to realize its roles and functions. In the present, values and cultural systems prevailing in Islamic society have been dominated by modern values and cultural systems, along with the development of science and technology.

Referring to the basic curriculum issued by FT-UID, Dirasah Islamiyah is an attempt to study Islam deeply and all the intricacies associated with Islam. In particular, the objectives of Dirasah Islamiyah are formulated into four. First, Dirasah Islamiyah aims to learn deeply about the essence of Islam as a religion and its position and relation to other religions in the life of human culture. Secondly, Dirasah Islamiyah is intended to examine deeply the main contents of original Islamic teachings and its translation and operationalization in the development of Islamic culture and civilization throughout its history. Third, Dirasah Islamiyah purports to study deeply the ultimate source of Islamic teaching that remains immutable and its actualization throughout its history. Lastly, Dirasah Islamiyah purpose to learn deeply the basic principles and values of Islamic teachings and its realization in guiding and controlling the development of modern human culture and civilization (CFT-UID, 2015).

Furthermore, according to the basic curriculum, Dirasah Islamiyah course is classified as one cource of the General Course group. It means that Dirasah Islamiyah course serves as the foundation of the establishment of Industrial Engineering scholars who [1] believe and pious to God Almighty and [2] has a comprehensive,

integral, and open Islamic insight, embodied in their attitude, behavior, and deeds, both in their personal life, society, and in carrying out the national development (CFT-UID, 2015).

By studying Dirasah Islamiyah, it is expected that the students would be able to undertake a reform efforts in Islamic teachings thinking, so that they are able to adapt and respond to the challenges of times and modernization of the world by sticking to the original sources of Islamic teachings, namely Qur'an and Sunnah. It is also expected that studying Dirasah Islamiyah would provide guidance for students to remain to be a true Muslim who is able to answer the challenges of modern times and the current globalization era. Based on this argument, it could be stated that Dirasah Islamiyah is an important subject the students need to study, including the students majoring in Industrial Engineering. One of issues of concern in Dirasah Islamiyah education at FT-UID is the low level of effectiveness and efficiency of the absorption of learning materials, as well as its effect on students' attitude in their daily life.

Until recently, the most widely used learning tools used by students studying Dirasah Islamiyah were textbooks. In fact, textbooks have various shortcomings. One of its shortcomings is its inability to provide up-to-date information to the students as can be provided by learning materials using multimedia. On the contrary, multimedia applications in education are great tools which can improve the standard reference and learning levels for students. Multimedia can be designed as a learning tool that can strengthen or improve the quality of learning (Austin, 2009). Multimedia can be used in education because it can provide information to students through a variety of interesting formats. In addition, the application of multimedia in education has also been supported by pedagogical theories (Mayer and Moreno, 2002). However, it should be noted that multimedia learning process will be effective only if learning materials are delivered through the appropriate mode in accordance with existing students' conditions and the learning goals set by the teacher (Mayer, 2003).

Given the importance of Dirasah Islamiyah, FT-UID has made Dirasah Islamiyah a compulsory subject at all levels of education. However, despite the increased concern about this issue, Dirasah Islamiyah teaching and learning faces many problems that need to be improved. Based on the problem, the research objectives of this study is to investigate the effects of multimedia learning on the achievement in Dirasah Islamiyah for students majoring in Industrial Engineering.

2. Literature Review

2.1 Islamic Education

Literature indicates that the term education have been defined is different ways. For example, education could be referenced as a process of acquisition of [1] knowledge, [2] skills, [3] values, [4] beliefs, and [5] habits delivered from one generation to the next through teaching, training, or research (Rachman, 2013) or a conscious and planned effort to create a learning process for learners to actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed by himself and society (Abuddin, 2013). Education is also could be defined as a learning process for learners to be able to know, understand, and make people to be more critical in thinking (Nor and Malim, 2014).

According to Jusoh and Jusoff (2009), the purpose of education could be classified into four dimensions: [1] making a student literate, [2] adds rational thinking, [3] knowledge ability, and [4] self sufficiency. In the context of Indonesia, Law No. 20 of 2003 on the National Education System stipulates that national education serves to develop the abilities and form a civilized and honorable character in the framework of national development. It aims to develop student potential so that they will become human beings who have faith and taqwa in Allah and possess good character, health, knowledge, creativity, competence, independence, and behave as democratic and responsible citizens (Nor and Malim, 2014).

In the context of Islamic education, the term education revolves around the following concepts: taklim, tarbiyah, and ta'dib. Taklim means education that focuses on teaching, information delivery, and science development. Tarbiyah is concerned with education that focuses on education, personal development, and development of ethical/morals norms. Ta'dib relates to education which considers that the process of education is an attempt to establish the order of knowledge composition that is useful for students as a Muslim who must carry out his duties realized in the ability to act regularly and effective (Abuddin, 2013).

Religious education is education providing knowledge and shaping attitudes, personality, and skills of learners in the practice of religious teachings. Religious education is carried out through delivering subjects or courses at all levels and types of education. Religious education is education preparing students to be able to perform their role that requires the mastery of knowledge about religious teachings and/or to become a religious scholar and

practice his religion teachings. Religious education serves to build students to be faithful and devoted to God Almighty and has a noble character and is able to maintain peace and harmony. Religious education aims to develop the learners' ability in understanding and practicing religious values that harmonize their mastery in science, technology and art (Rachman, 2013).

Dirasah Islamiyah is a compulsory subject in the scheme of studies for students majoring in Industrial Engineering of Jakarta Islamic University. Table 1 present the learning material of Dirasah Islamiyah the students need to learn.

Table 1
Learning material of Dirasah Islamiyah the students need to learn

Learning materials	Learning outcome
1. Introduction	Students are able: to define the meaning of Dirasah Islamiyah, to explain the scope of Dirasah Islamiyah, to explain the development of Dirasah Islamiyah, to explain the importance of studying Dirasah Islamiyah
2. Islam as religion	Students are able: to explain the human need for religion. to explain the function of religion in human life, to explain the essence of Islam, to explain the dimensions of Islamic teachings
3. Islam and culture	Students are able: to explain the concepts, elements and function of culture, to explain the birth of Islam and the impact of Arab ic, to explain the social and cultural symptoms, to explain the main approaches in cultural studies
....	....
13. Sources of Islamic teachings	Students are able: to explain the concepts and function of Qur'an, to explain the concepts and function of Sunnah, to explain the concepts and function of Ijtihad
14. Approaches of Dirasah Islamiyah	Students are able: to explain the approach of anthropology, to explain the approach of sociology, to explain the approach of historical, to explain the approach of interdisciplinary

2.2 Multimedia learning

In recent years, multimedia computers have created many new possibilities for improving educational qualities in school. The use of multimedia computers is able to increase a student's motivation, create a student-centered learning environment, and enable educator to deliver the learning material via various different modules and modes, In terms of the delivery of learning materials, multimedia forms can be classified into two kinds, that is, online and offline delivery multimedia. Online delivery multimedia refers to information delivered from a central computer to other computers through a local computer network or internet network. Meanwhile, offline delivered multimedia refers to information delivery, in which the source of information is stored or packed in a mobile tool, such as DVD or CR-ROM (Sorden, 2005).

There are a number of definitions of multimedia-based learning found in literature. For example, multimedia-based learning traditionally refers to the use of a number of media to deliver learning materials in a learning process; the use of multimedia computer to deliver the learning materials in a learning process; the use of multimedia computer to deliver the learning material via multi modes (She and Chen, 2009). In this perspective, the modes commonly applied to deliver the learning material are text, image, and audio modes. Along with computer technology development, the implementation of multimedia learning in teaching and learning process is considered important and urgent. This is based on the premise that multimedia is an effective tool used when delivering the learning materials in the classroom. Accordingly, this study proposed that multimedia learning implementation will enable the learning process to take place effectively and efficiently (Mayer, 2003).

Researchers including Mayer (2003) and Mayer and Moreno (2002) addressed that the use of multimedia in the learning process would have a positive impact on the development of pupils' achievement. However, it must be noted here that it would not happen in a snap. Several other factors are also influential. It might be that the implementation of multimedia learning may have no significant effect on pupils' achievement. It is claimed that multimedia is one effective teaching tool. Educators could use it to deliver the learning material in the classroom or in the computer laboratory. Its implementation would create an effective and interesting learning process. Multimedia computers enable pupils to increase their knowledge. A similar statement was provided by (Austin, 2009). The author mentioned that multimedia could be applied as a delivering media for materials in teaching

and learning processes. By using a multimedia computer, learning materials could be delivered in an attractive way. It would enable pupils to study the new knowledge in various contexts through fast access into the modules they wanted to study. Therefore, pupils would be able to see new things and learning would become more interesting.

Furthermore, Mayer (2003) highlighted that multimedia learning and students achievement relationships. The author explained that in general, potentially multimedia has a positive effect on improving pupils' achievement. Specifically, the author stated that multimedia computers would enable pupils to access the modules they wanted to learn. According to the author, multimedia computers enables pupils to get more understandings with regards to the new knowledge they just learnt. Mayer and Moreno (2002) gave a similar explanation. According to the author, multimedia computers could be applied as an effective teaching method to teach knew knowledge in the classroom. Moreover, the author emphasized the importance of the suitability of learning materials contained in the multimedia. According to the author, the learning materials delivered through the multimedia should be in line with the learning objectives determined by the school curriculum. More importantly, the materials should be in line with the needs of pupils associated with the subject that they should learn. To that end, educators or the curriculum designers should be involved in the development of materials that would be included in the multimedia programme.

3. Research Methodology

3.1 Research Design

The objective of this study primarily is to investigate the effect of multimedia learning on Indonesian students' achievement in Dirasah Islamiyah. This study was carried out based on the existing condition in the Jakarta Islamic University, where students have been left in an intact group. Referring to the various constraints to be faced; this study was carried out using a quasi-experiment approach. Following to Wiersma and Jurs (2005), a quasi-experiment could be undertaken in case the researcher has no ability to carry out a true experiment. In this perspective, this study implemented the time series design. Details of implementation of the design are depicted in Tables 2.

Table 2
Time series design applied in this study

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Test 1	Test 1	Test 1	Test 1	Test 1
Test 2	Test 2	Test 2	Test 2	Test 2
Test 3	Test 3	Test 3	Test 3	Test 3

The main approach applied in this study was by conducting a time series test along the experimental period. Towards this end, a multimedia program was developed and applied along the experimental period. Time series test was conducted to investigate students' achievement during treatment. In every week, three tests were carried out; Test 1, Test 2, and Test 3. As such, totally, there were 15 tests during the experimental period.

3.2 Pilot Study

A pilot study has been conducted prior to the actual research. The conduct of the pilot study was to assess whether or not the research design and instruments applied in the actual research were applicable. The participants of the pilot study consisted of 24 students from the first year students majoring in Industrial Engineering. In this perspective, two experts from the Faculty of Engineering were asked to validate whether or not the content of the instruments applied in the pilot study were appropriate. The two experts concluded that materials contained in the instruments were appropriate for students year one studying Dirasah Islamiyah.

Reliability degree of the instruments

For the purpose of the study, Kuder-Richardson 20 (KR 20) coefficient was applied to measure the reliability degree of the instruments. If the value of KR 20 coefficient was close to 0.00, it meant that the instrument had a low reliability. On the other hand, if the value of the KR 20 coefficient was close to 1, it indicated that the instruments had a high reliability (Gay and Airasian, 2000). The results show that the value of KR 20 coefficients was 0.81, indicating that the instrument was highly reliable.

Validity degree of the instruments

In this study, the validity of instrument referred to the extent of accuracy or precision of the instruments when performing the measurement functions. For the purpose of the study, the validity degree of the instruments was

measured by the t-value. Following to Gay and Airasian (2000), an item of instrument is considered to be a valid item if its t-test is higher than the table t-table. The results showed that the t-value of items varied between 3.32 and 6.48. By using level of significant at 0.05; it was found the table t-value was equal to 1.6794. Therefore, it could be stated that all items in the instrument were valid to be used.

Difficulty degree of the instruments

Difficulty degree refers to condition if the test was too difficult or too easy for students to do. If the value of difficulty degree was close to 0, it meant that the test was too difficult for students. On the contrary, if the value of difficulty degree was close to 1, then the test was too easy for students. The results showed that the difficulty degree of items varied between 0.41 and 0.83. Overall, the average value of difficulty was equal to 0.62, indicating that the difficult degree of the test to be used to measure students' achievement is moderate.

3.3 Population and Sample

Considering the limited resources and various constraints faced by the researcher, the study was conducted using a sample, derived from a population of year one students of Faculty of Industrial Engineering, Jakarta Islamic University, Jakarta province of Indonesia. The sample selection was carried out using a purposive sampling method. Several stages of sample selections were followed in the study. The first stage of sample selection was the selection of the faculty. Out of the faculties in Jakarta Islamic University, the study selected was the Faculty of Industrial Engineering for conducting the research. This selection was based on various considerations, namely access, faculty environment, and computer laboratory conditions. Considering the permission from the faculty authority, out of the five available classes, there was only one class allowed to be sample. By using a simple random sampling technique, Class II was selected to be the sample. The class had 38 students in it aged between 18 and 21 years old.

3.4 Research Instruments

The research instruments of this study were classified into two categories: namely experimental instruments and assessment instruments. Before the instruments were applied in the real study, it was validated by two educational experts from the Faculty of Islamic, Jakarta Islamic University. Two experimental instruments were used in this study: learning materials and multimedia programs. For the purpose of this study, the learning materials were developed in accordance with the following. First, the analysis of Dirasah Islamiyah as a subject and its objectives were derived from the basic curriculum issued by the University policy. Second, the analysis of the existing problems encountered by students with regards to their achievement in Dirasah Islamiyah was derived from a variety of published and unpublished literature. Third, the analysis of the available learning materials were derived from a variety published and unpublished literature. A multimedia program was applied in this study. The program was designed and conveyed using a computer and was stored or packed in a CD. The test was applied to measure students' achievement in Dirasah Islamiyah during the experimental periods. Table 3 presents the list of learning material delivered.

Table 3
List of learning material delivered and learnt during the learning process

Topics	Content
1. Introduction	Concepts of Dirasah Islamiyah, Scope of Dirasah Islamiyah, Importance of studying Dirasah Islamiyah, Development of Dirasah Islamiyah, and Benefit of studying Dirasah Islamiyah for students
2. Islam as a religion	Human need for religion, The function of religion in human life, The essence of Islam, and Dimensions of Islamic teachings
3. Islam and culture	Concepts, elements and function of culture, The birth of Islam and the touch of Arab culture, Social and cultural symptoms, and The main approaches in cultural studies
4. Characteristics of Islamic teachings	Tauhid as the core of Islamic teachings, The values of peace in Islam, Islam and social justice, Islam against corruption, and The universality and rationality of Islamic teachings
5. Sources of Islamic teachings	Concepts and function of Qur'an, Concepts and function of Sunnah, and Concepts and function of Ijtihad

4. Research Methodology

4.1 Topic 1

Topic 1 is concerned with introduction to Dirasah Islamiyah. This topic consists of five sub-topics: concepts of Dirasah Islamiyah, scope of Dirasah Islamiyah, importance of studying Dirasah Islamiyah, development of Dirasah Islamiyah, and benefit of studying Dirasah Islamiyah for students majoring in industrial engineering. Following the research design, three series tests were carried in Topic 1 learning. The instrument applied in the tests was a pictured test consisting of 20 items. The validity of the tests was based on the fact that the materials included in the test were derived from the CD programme. Figure 1 depicts students score during the learning period of Topic 1.
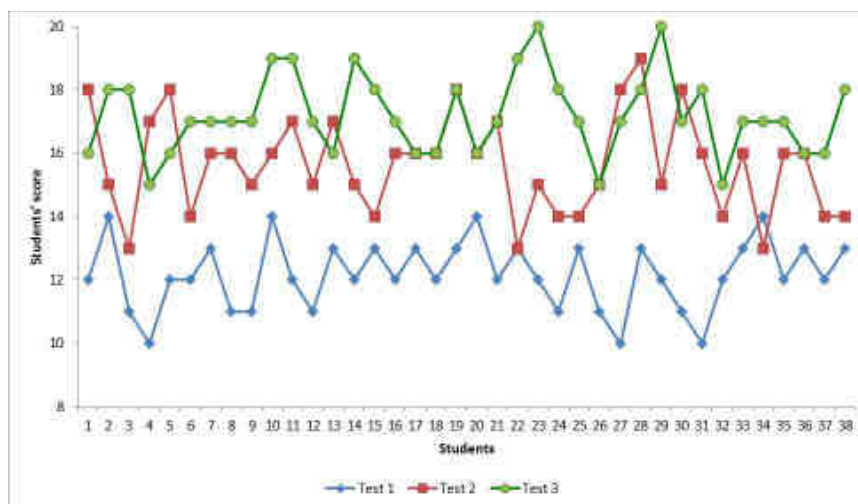

Figure 1
Students score during the learning period of Topic 1

Data analysis provides the mean score derived from Test 1 is 12.14 points, Test 2 is 15.82 points, and Test 3 is 17.15 points. The three mean scores indicated that prior to the students' engagement with the learning programme, on average, the students were able to answer correctly 12.14 items or 60.71 % of the items targeted in the test. After following the programme for one learning period, the students mean score increased to 15.82 points; implying that their knowledge was becoming better. After completing the second learning period, the students' mean score further increased to 17.15 points, indicating that their knowledge on Dirasah Islamiyah was better than in the previous period.

4.2 Topic 2

Topic 2 relates to discussion pertaining to Islam as a religion. It compriseses of four sub-topics: human need for religion, the function of religion in human life, the essence of Islam, and dimensions of Islamic teachings. As stated in the research design, three series tests were carried during the learning period of Topic 2. The instrument applied in the tests was a pictured test consisting of 20 items. The validity of the tests was based on the fact that the materials included in the test were derived from the CD programme. Figure 2 depicts students score during the learning period of Topic 2.
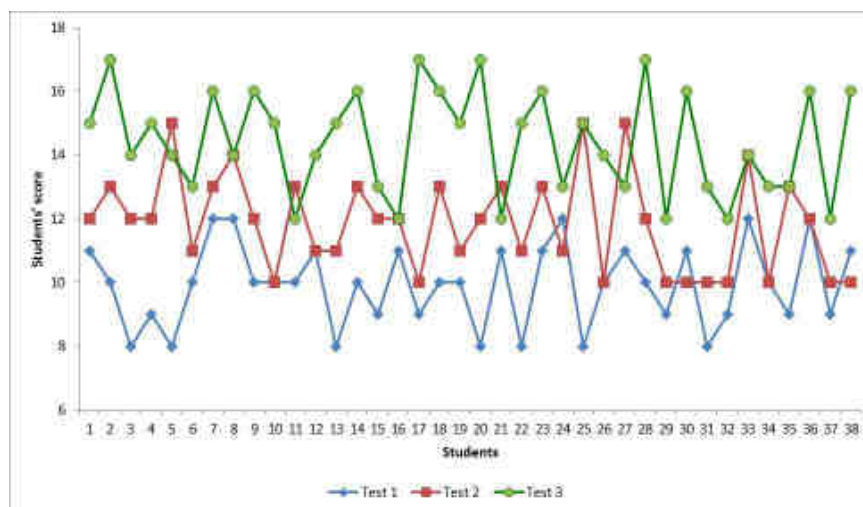
Figure 2
Students score during the learning period of Topic 2

A similar pattern was observed in the students' score in the learning period of Topic 2. Referring to the first test results, students' mean score before they were engaged in the learning program was 9.89 points, indicating that they were able to answer correctly only 9.89 items, or 49.46% of the targeted items in the test. After following the learning programme for one and two periods, their mean score increased to 12.21 and 14.68 points, respectively. These increased in their mean scores confirmed that subsequent to being involved in the learning programme, the students' knowledge on Dirasah Islamiyah became higher than in the previous period

4.3 Topic 3

Topic 3 contains learning material about Islam and culture. It compriseses of four sub-topics: concepts, elements and function of culture; the birth of Islam and the touch of Arab culture; social and cultural symptoms, and the main approaches in cultural studies. As stated in the research design, three series tests were carried during the learning period of Topic 3. The instrument applied in the tests was a pictured test consisting of 20 items. The validity of the tests was based on the fact that the materials included in the test were derived from the CD programme. Figure 3 depicts students score during the learning period of Topic 3.

With regards to the students' achievement in Topic 3, the data showed that in before the students were involved in the learning periods; on average they were able to answer correctly only 12.14 items, or 60.71% of the targeted items. After following the learning programme, their acquisition of achievement was getting higher. This was supported by the mean score students acquired in the second and the third tests. Their mean scores in the second and the third tests were 15.75 points and 17.00 points, respectively. The improvements in the two mean scores implied that following the learning programme, their knowledge on Dirasah Islamiyah was higher than in the previous period.
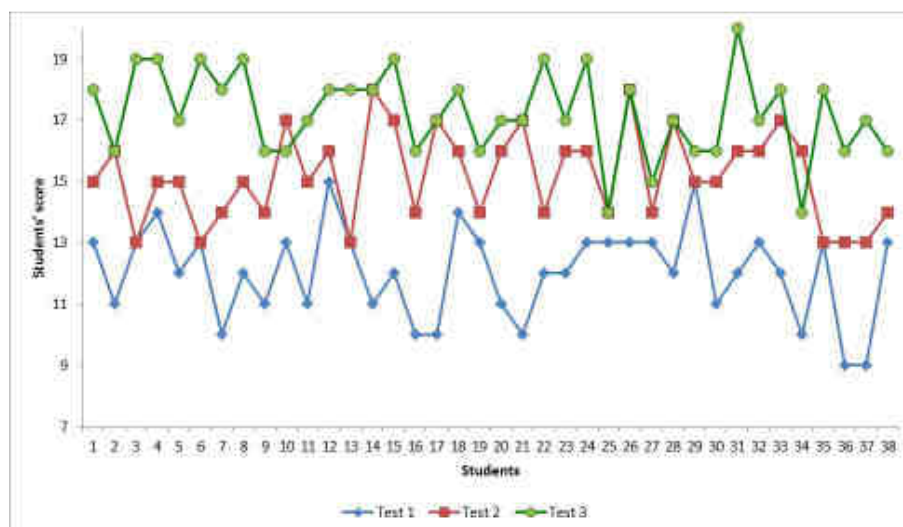
Figure 3
Students score during the learning period of Topic 3

4.4 Topic 4

Topic 4 is concerned with the characteristics of Islamic teachings. The learning material conveyed in this topic are: Tauhid as the core of Islamic teachings, the values of peace in Islam, Islam and social justice, Islam against corruption, and the universality and rationality of Islamic teachings. Following the research design, three series tests were carried during the learning period of Topic 4. The instrument applied in the tests was a pictured test consisting of 20 items. The validity of the tests was based on the fact that the materials included in the test were derived from the CD programme. Figure 4 depicts students score during the learning period of Topic 4.
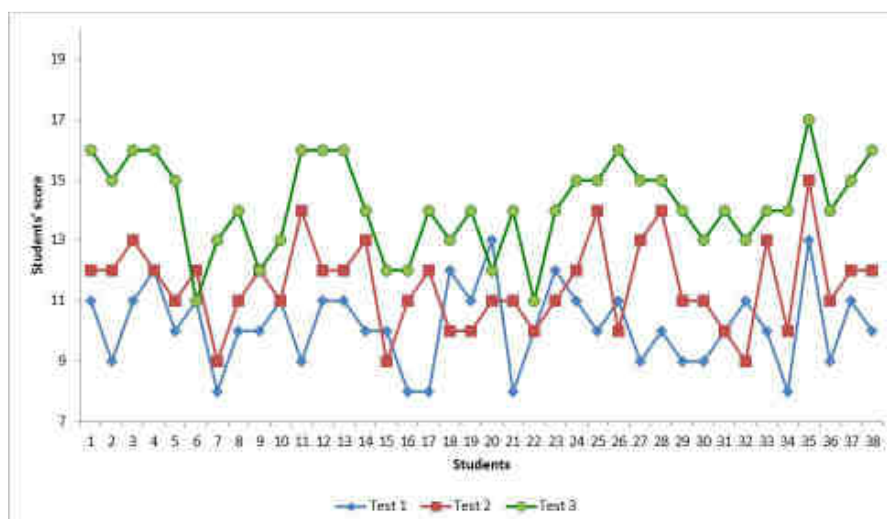

Figure 4
Students score during the learning period of Topic 4

Results of the tests carried out during the learning period of Topic 4 confirmed that students' knowledge on Dirasah Islamiyah increased subsequently to their participation in the learning program. The data analysis showed that in the first test, their mean score was only 10.25 points (51.25% of the targeted items). Their acquisition of knowledge on Dirasah Islamiyah became higher as they completed the learning program for one period (mean score = 11.40 points) and reached 12.43 points when they had finished learning the program for

two learning periods.

4.5 Topic 5

Topic 5 is concerned with the sources of Islamic teachings. The learning material consists of three sub-topic: concepts and function of Qur'an, concepts and function of Sunnah, and concepts and function of Ijtihad. Following the research design, three series tests were carried during the learning period of Topic 5. The instrument applied in the tests was a pictured test consisting of 20 items. The validity of the tests was based on the fact that the materials included in the test were derived from the CD programme. Figure 5 depicts students score during the learning period of Topic 5.
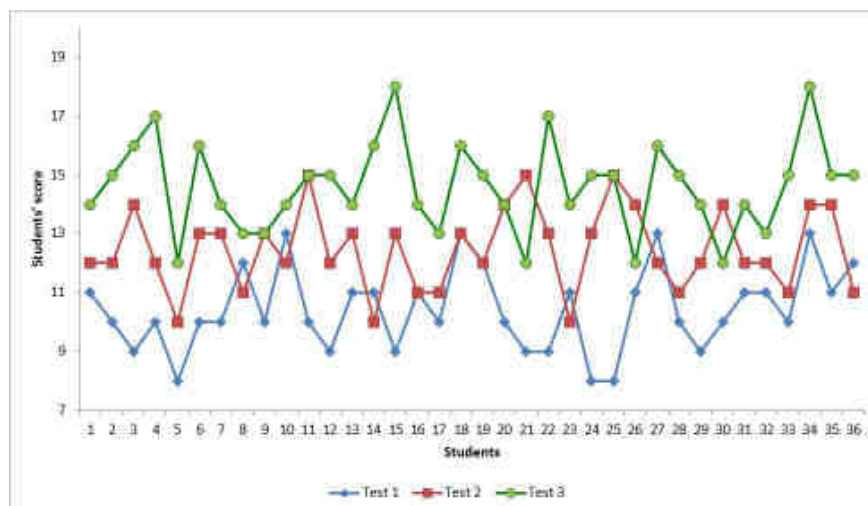

Figure 5
Students score during the learning period of Topic 5

Results of the tests confirmed that the mean score derived from the tests administered during the learning period of Topic 5 were 10.19; 11.54; and 12.58 points, respectively. The three mean scores indicated that prior to the students' engagement with the learning programme, on average, the students were able to answer correctly 10.19 items or 50.96 % of the items targeted in the test. After following the programme for one learning period, the students mean score increased to 11.54 points; implying that their knowledge on Dirasah Islamiyah was becoming better. After completing the second learning period, the students' mean score further increased to 12.58 points, indicating that their knowledge on Dirasah Islamiyah was better than in the previous period.

5. Conclusions

One motivation of this study is related to the fact that student majoring in Industrial Engineering mostly were poor in Dirasah Islamiyah acquisition. Previous studies have contended that one of the factors underlying the lack of Dirasah Islamiyah acquisition of students majoring in Industrial Engineering was their low motivation to learn Dirasah Islamiyah. Such a condition might be due to the fact that most of the current traditional methods implemented by the lecturers are not interesting. On the other hand, multimedia learning has been widely proposed as one of effective tools in various learning areas.

On the basis of Mayer (2003) and Mayer and Moreno (2002) work, this study proposes that multimedia learning implementation is a suitable approach in supporting Dirasah Islamiyah learning for students majoring in Industrial Engineering. The premise is that multimedia learning implementation is enabling the students majoring in Industrial Engineering to be actively engaged in the learning processes, constructing their knowledge, and improving their problem solving skills. This, in turn, would provide better learning outcomes.

For the above purpose, a multimedia learning program for Dirasah Islamiyah learning has been applied during the experimental period. The program has been designed in such way so that the learning materials are delivered by using multi modes, namely text, pictorial, and spoken instructions modes. In order to assess the effectiveness of the multimedia learning to improve pupils' achievement, one approach of assessment have been used: i.e.,

evaluating pupils' achievement obtained from the tests conducted during the experimental periods.

The findings of this study support the notion that multimedia learning, defined as computer-based systems that use various types of content such as text, pictures, and interactivity, could be applied in the Dirasah Islamiyah learning process. Multimedia learning implementation would enhance pupils' motivation to study, increase independent learning, and improve pupils' achievements. The findings of this study supported previous studies, in the sense that multimedia learning implementation would accelerate achievement. This might be achieved as learning materials conveyed in text, spoken words, and video format in an integrated manner.

The results show that the implementation of multimedia in Dirasah Islamiyah learning will directly or indirectly be able to enhance pupils' achievement. Nevertheless, there are three requirements to be met: [1] the faculty should develop the facilities and equipment for multimedia learning adequately, [2] the appropriateness of the delivered learning materials, [3 the test must be simple, concrete, and associated with objects or things they usually see in their daily lives. This study contributes to the current knowledge on the implementation of multimedia in Dirasah Islamiyah learning.

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