Application of Learning Media in Non-formal Islamic Education Institutions in Padang City

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Abstract

This research aims to find out how the use of learning media in non-formal Islamic educational institutions, namely in the Koran education park. Researchers use qualitative methods with a qualitative descriptive approach so that researchers can explain the object under study more clearly and in detail. This research is located in 3 TPAs in Air Tawar Barat Village, North Padang District, Padang City, namely TPA Al-Azhar UNP Mosque, TPA Ikhwanul Muslimin Mosque, and TPA Baitussalam Mosque. The data sources in this research are 18 informants to be interviewed regarding the focus of the problem to be studied. These 18 informants were 1 TPA teacher at the Al-Azhar Mosque UNP, 1 TPA teacher at the Ikhwanul Muslimin Mosque, 1 TPA teacher at the Baitussalam Mosque, 5 students at the TPA at Al-Azhar Mosque UNP, 5 students at the TPA at the Ikhwanul Muslimin Mosque and 5 students. Baitussalam Mosque landfill. Selection of informants using purposive sampling technique and has met the requirements as an informant. The results of the study prove that the use of learning media in TPA Islamic educational institutions in Padang City, to be precise in Air Tawar Barat Village, is fairly good. This is marked by the insights that educators have about media, educators are also able to choose and use media properly. These results were obtained due to factors within the educators themselves and also the support from the leadership of the institution for all the input given by the educators. However, indeed there are still some challenges in the use of media such as the mood of educators when teaching and the physical condition of the students themselves.

Keywords: Media, Learning, Non-formal Education Institutions

INTRODUCTION

The success of the educational process is inseparable from several components of education, one of which is learning media. The media plays a very important role, especially in the digital era like today, where the media covers various aspects such as increasing student involvement, increasing learning effectiveness, and expanding student learning experiences. Unang Wahidin explained that it is very difficult to achieve educational goals if the media used is not appropriate (Wahidin et al., 2018).

This also underlies that the selection of the right media will increase the percentage of learning success.

The use of media that is right on target will have a positive impact on future generations, education will become something interesting, and learning will be more interactive, and relevant for students in facing challenges in the future (Dewi et al., 2017). From this description, the researcher concludes that the media is very important for the success of education, as well as being a solution to overcoming the challenges of learning in the digital era. Therefore, those who are members of an educational unit, especially an educator, should be able to choose and utilize the media as much as possible to achieve the expected goals.

The effective use of instructional media should be applied to all formal, non-formal, and informal educational pathways as referred to in Law Number 20 of 2003 concerning the National Education System where these three pathways each have a contribution to the success of education as a whole. Non-formal education in Indonesia plays an important role in facilitating students who wish to acquire additional knowledge outside the school environment. In addition, there are several important things in non-formal education, namely non-formal education is a mechanism that provides opportunities for everyone to enrich science and technology through lifelong learning (Adawiyah, 2015). For these reasons, the government also emphasizes that non-formal education in Indonesia is a serious matter and must be supported.

For example, the researchers found that the Padang City Government is very serious about the success of non-formal education, this is stated in the Regional Regulation of the City of Padang Number 5 of 2011 concerning the Implementation of Education. Al-Quran education park or TPQ is a non-formal educational institution that participates in advancing and educating the nation's children. Thus TPQ has a role to form youth with noble and dignified morals. TPQ is expected to become a place of enlightenment in both moral and religious education (Adawiyah, 2015).

The previous research also explained that TPA as a non-formal educational institution has a very strategic important role, namely forming children who have a religious character so they can face challenges in the future (Retnasari et al., 2019). In particular, TPA also plays a role as a forum in improving the quality of Muslims' knowledge and improving the reading of the Koran, because reading and practising

the contents of the Koran is the main worship for a Muslim. From the explanation above it is clear that as a form of non-formal education, TPA has the virtues that are needed by the community (Rena & Hayati, 2021).

Quran Education Park (TPA) is a form of non-formal Islamic education that is very close to the people in Padang City, this can be seen from almost every corner of the city there is TPA which is generally held in mosques or prayer rooms. To strengthen the data, the researchers also interviewed ten residents of Air Tawar Barat Village regarding how important TPA was for children, the researchers found that the ten residents stated that TPA was mandatory and complemented education in schools.

On this basis, researchers are interested in knowing the existence and application of learning media in TPA and then finding out the inhibiting and supporting factors in the application of learning media in TPA in Padang City. The location of this research is TPA and TPA. To make it clearer, the researcher will put it in a scientific paper entitled "Application of Learning Media in Non-formal Islamic Education Institutions in Padang City".

METHOD

In this paper, researchers use qualitative methods with a case study approach. with the hope of being able to explore the authenticity of data from a topic by looking for in-depth information, and then supported by data sources from interviews and other documents that are related to the topic discussed. This time the research was located in 3 TPAs in Air Tawar Barat Village, North Padang District, Padang City, namely the TPA Al-Azhar UNP Mosque, the TPA Ikhwanul Muslimin Mosque, and the Baitussalam Mosque TPA.

Researchers chose 18 informants to be interviewed regarding the focus of the problem to be studied. These 18 informants were 1 TPA teacher at the Al-Azhar Mosque UNP, 1 TPA teacher at the Ikhwanul Muslimin Mosque, 1 TPA teacher at the Baitussalam Mosque, 5 students at the TPA at Al-Azhar Mosque UNP, 5 students at the TPA at the Ikhwanul Muslimin Mosque and 5 students. Baitussalam Mosque landfill. Selection of informants using purposive sampling technique and has met the requirements as an informant.

The criteria for selecting informants include knowing well the topic of the problem, being active in the field being studied, having time leeway to provide information, and being able to convey information according to existing facts (Sugiyono, 2014). The data obtained were then analyzed using data reduction techniques, data display, and concluding the data obtained (Sugiyono, 2014). Then the researcher checked the validity of the data using triangulation, namely checking data with different sources, techniques, and times to increase reader confidence so that the data obtained could be accounted for.

RESULTS

Based on the results of the interviews and observations that the researchers conducted, the researchers divided them into four parts, namely the teacher's insight, the media used, the inhibiting factors, and the supporting factors.

Teacher's Insight

In general, TPA teachers already know about media as an important aspect of learning.

Informant 1: "... media is a very important tool in conveying learning material, so it seems impossible for the material to arrive without the application of media."

Informant 2: "In my opinion, if a teacher is not able to choose and use media properly, it will be difficult for students to accept learning material"

Informant 3: "The media is an important component in my success in conveying learning"

From the results of the interviews above, the researcher concluded that so far TPA teachers have had good insight into the existence of media in the teaching and learning process.

Media Used

Based on the results of observations and interviews, the researcher found that there were 3 types of media used, namely audio, visual, and audio-visual.

Figure 1. The media used by TPA teachers

Informant 1: "I set an example of good things to my students, both things related to learning and other things. so students can observe directly from me. I also give lessons using sound (audio) such as exemplifying the pronunciation of letters and playing murottal "

Informant 2: "The media that I use is visual, namely through textbooks and I mix it with lectures as audio"

Informant 3: "The media that I use varies, my audio media uses the lecture method, and uses a speaker. For the visuals I use posters and whiteboards, I also apply audiovisuals using an infocus device or a projector"

Obstacle Factor
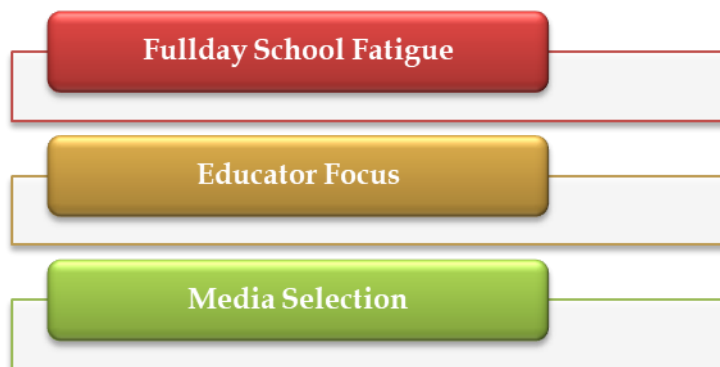
Figure 2. Obstacle Factor

Informant 1: "The obstacle I experience is where the students are less enthusiastic because it's a full day at school, so no matter how interesting the media is, it still doesn't make all students interested, there are some who are not enthusiastic and sleepy. Then there is not much learning time for me, so the use of media doesn't make a difference."

Informant 2: "For me, the focus of an educator in teaching is the main factor, sometimes if the educator is not focused it will have an impact on the students"

Informant 3: "As long as I teach, not all students are suitable for one medium. but some don't focus on the media I use."

Supporting Factors
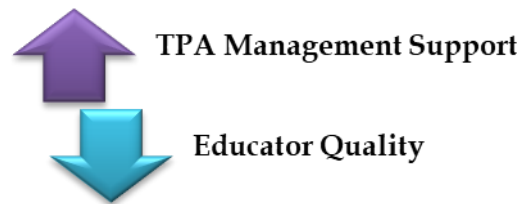
Figure 3. Supporting Factors

Informant 1: "I observe that the use of this media has a positive effect on students, while the supporting factor for me is the TPA administrators who always support my activities, including in selecting media"

Informant 2: "Facilities and creativity are important things in the successful use of media"

Informant 3: "One of the reasons for the success of the media is the teacher's factor, the teacher must be creative in choosing and using the media".

DISCUSSION

Media is the most important component of education, especially in bridging material to students. Not only that, previous research has proven that choosing the right learning media can attract students' interest. Further- explaining the right media can improve student learning outcomes (Hidayat & Rahman, 2022). So it can be concluded that the right media and good application can have a positive impact on the world of education, especially on students (Sarina et al., 2021). Before an educator chooses and applies media, educators should know what the essence of the media itself is. It is intended that an educator has more motivation in carrying out his role where the media is very important.

Islam has long studied the importance of insight into everything about to be done as the words of the Prophet Muhammad which means *"Has told us (Muhammad bin Sinan) has told us (Fulaih bin Sulaiman) has told us (Hilal bin Ali) from ('Atho' bin Yasar) from (Abu Hurairah) radhilayyahu'anhu said; Rasulullah shallallahu 'alaihi wasallam said: "If the mandate has been wasted, just wait for the destruction to occur." A friend asked; 'how do you mean the mandate wasted?' The Prophet replied; "If affairs are left to experts, then wait for the destruction*." Bukhari Hadith Number 6015.

The word "destroyed" has many meanings that destroy a job or career, and in another sense, the students are destroyed (Astuti, n.d.). The above hadith reminds us, especially educators if you want to maximize learning media, first learn everything about media. If educators have good insight, the purpose of the media will be applied. This hadith also illustrates that destruction or failure will befall an educator if he does not have good knowledge about the media (Hidayat, Ajat; Sarina, Dewi; Safni, Pela; Rahmawati, Mulidina; Sari, Retna; Alfurqan, 2021).

The results of in-depth interviews and observations conducted by the researchers showed that TPA teachers in Air Tawar Barat Village had good knowledge about media, and they were also able to analyze the needs and presence of media in their respective TPAs. Then the researcher found that the students or students liked the learning media provided by their teacher as the results of interviews with a total of 15 students from 3 different TPAs, they agreed that they were happy with the media the teacher used at the TPA.

TPA teachers realize that the suitability of the selected media for needs is very important. They see that there are students who have an auditory language style so the TPA teachers try to maximize learning using audio when reading the Koran the teacher maximizes his potential by giving examples of good and correct pronunciation, not only that the teacher also uses electronic media, namely skewers to help students in learning how to read the Koran by their tajwid.

Then TPA teachers also don't only focus on using audio media because there are indeed students who learn through visual media. To provide learning materials, TPA teachers apply image-based media, namely through picture books and attractive posters. The researcher's observations found that the visual media used by TPA teachers contained daily prayer readings and also about worship practices such as

ablution, prayer, and procedures for performing the pilgrimage. If it is observed that the diversity of students' learning styles is one of the obstacles for TPA teachers in maximizing material, if the teacher focuses on auditory then the visuals will be less than optimal and vice versa.

Responding to this, the TPA teacher chose to use audiovisual media that used a projector and a speaker. From this, researchers can judge that TPA teachers have good skills in utilizing learning media, this is also clear evidence of quality human resources. Informants also explained that sometimes the material delivered was not optimal not only because of the wrong choice of media, but it could also be caused by the teacher's condition. Anugraheni confirmed in his article that it was proven that the teacher's condition in teaching will affect the quality of the teaching and learning process (Indri, 2017).

In general, teaching and learning activities need the cooperation of both families and educational institutions. As an educational institution, cooperation within it also determines the success and achievement of educational goals. To achieve the expected goals, TPA leaders should be able to facilitate educators so that they can provide the best learning to their students.

Previous research has proven that collaboration between educators and leaders will have a positive impact on the teaching and learning process (Alfurqan & Hidayat, 2023). As was done by the TPA leadership of the UNP Al-Azhar Mosque, the Bitussalam Mosque, and the Ikhwanul Muslimin Mosque which facilitated teachers in providing learning such as providing salaries, facilities in the form of projectors, scaffolders, and other learning equipment. This also makes learning in TPA maximal.

CONCLUSION

Based on the results of the research and discussion above, researchers can conclude that the application of learning media in TPA Islamic education institutions in Padang City, to be precise in Air Tawar Barat Village, is fairly good. This is marked by educators who have good insight into media, not only that educators are also able to choose and use media properly. These results were obtained due to factors within the educators themselves and also the support from the leadership of the institution for all the input given by the educators. Although indeed there are still some challenges in

the application of media such as the mood of the teacher when teaching and the physical condition of the students themselves. Apart from that the application of the media is quite good, marked by the interest of students in learning due to the media so that it also has an impact on student learning outcomes.

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