

Learning Video Media Using Sociodrama Method on *Riba* Materials in Vocational School

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Abstract

The implementation of teaching and learning activities in SMK for Islamic religious education subjects has so far been dominated by using only textbooks so that it seems monotonous. Even though there are various kinds of supporting elements that can support the smoothness of the learning process, one of which is learning media. The purpose of this study was to describe the implementation of learning video media using the sociodrama method at SMK on usury material. The research uses a quantitative approach. The location of this research is SMKN 2 Mentaya Hulu. The students who became respondents were 27 students. Media trials were conducted on small and medium groups. The small group consisted of 2 students and the medium group consisted of 10 students. The stages of this research are compiling content and video media validation. The content of the video material is validated by material experts and the learning video media is validated by media experts. The results showed that the learning video using the sociodrama method on usury material can be said to be feasible, with very good criteria for video content with a percentage of 92% based on material expert validation and very good criteria for video media with a percentage of 94% based on media expert validation. The results of the small group trial showed a percentage of 79% with good criteria and the medium group trial showed a percentage of 84% with very good criteria. So that this learning video media can be recommended as a learning medium on usury material.

Keywords: Implementation of Video Media, Sociodrama, Riba

Abstrak

Pelaksanaan proses kegiatan belajar mengajar di SMK pada mata pelajaran pendidikan agama Islam selama ini didominasi dengan menggunakan buku paket saja, sehingga terkesan monoton. Padahal ada berbagai macam unsur pendukung yang dapat menunjang kelancaran kegiatan pembelajaran seperti media pembelajaran. Tujuan penelitian ini untuk mendeskripsikan implementasi media video pembelajaran dengan menggunakan metode sosiodrama di SMK pada materi riba. Penelitian ini menggunakan pendekatan kuantitatif. Lokasi penelitian ini di SMKN 2 Mentaya Hulu. Jumlah siswa yang menjadi responden sebanyak 27 orang siswa. Uji coba media

dilakukan pada kelompok kecil terdiri dari 2 orang siswa dan kelompok sedang terdiri dari 10 orang siswa. Tahapan penelitian ini yaitu menyusun isi materi media video dan memvalidasi media video. Isi materi video divalidasi oleh ahli materi dan media video pembelajaran di validasi oleh ahli media. Hasil penelitian menunjukkan bahwa video pembelajaran dengan menggunakan metode sosiodrama pada materi riba dapat dikatakan layak, dengan kriteria sangat baik pada materi isi video dengan persentase 92% berdasarkan validasi ahli materi dan kriteria sangat baik untuk media video dengan persentase sebesar 94% berdasarkan validasi ahli media. Hasil uji coba kelompok kecil menunjukkan persentase sebesar 79% dengan kriteria baik dan uji coba kelompok sedang menunjukkan persentase sebesar 84% dengan kriteria sangat baik. Sehingga media video pembelajaran ini dapat direkomendasikan sebagai media pembelajaran pada materi riba.

Kata kunci: Implementasi Media Video, Sosiodrama, Riba

Introduction

In people's lives in the modern era, technological progress continues to grow very rapidly and can be used for various educational and educational purposes and also create an economy for users who use it (Akramunnas, 2018: 3). The forms of development experience in the modernization era can now affect the lifestyle and economy of the community so that the cost of living exceeds income. So that many live an excessive lifestyle with examples of usury. The system of riba growth of currency without the circulation of goods and services is now believed and established in every corner of the country. Therefore, it is natural that the current world economy is fragile but cruel. The strong eat the weak and make the weak. This can be seen in the community's economic practices which still include elements of usury (Irawati and Akramunnas, 2018: 45). The practice of usury that often occurs in society is disguised in the form of buying and selling and accounts payable in general (Istiqomah, 2020:73).

For example, we want to buy a laptop for Rp.18,000,000 if paid in cash, but if paid on credit Rp.1,1000,000.00 every month for 18 months. Then the total price of the laptop to Rp.19,800,000.00 and pay an admin fee of Rp.100,000.00 without paying a down payment and without paying the first installment (Brochure, Laila: Parenggean). When there is an addition to the debt, it does not lighten the burden of others but instead adds to the suffering. According to Wahbah Al-Zuhaili in his research (Rohayana, 2015: 81) states that Riba is something that causes damage. Rahmawati added that in addition to usury causing damage, it is also dangerous for oneself and others (Rahmawati, 2017:142). Allah swt says in Surah Al-Baqarah:

وَأَحَلَّ اللَّهُ الْبَيْعَ وَحَرَّمَ الرِّبَا

Meaning: "Even though Allah has justified buying and selling and forbade usury" (Q.S. Al-Baqarah: 275).

Based on the above verse clearly shows us that usury is prohibited in Islam. In the modernization era of usury that is rife among the people, all forms of usury are prohibited, not only by Islam but also by other religions. Riba is also very detrimental to many parties. Researchers intensify the problem of usury

through education so that there will be no usury in the future. Because the goal is not only to teach but to provide good things to students through school education. Quality education requires competent and motivated teachers to play a professional role in schools and society. The teacher must not only be able to convey the material but also must be able to teach students. One of the skills that teachers must possess is the development of teaching materials. According to Amri and Ahmadi (2010: 160), development is a scientific activity that can be carried out by teachers themselves or supported by school administration staff. When a teacher develops material, the format and nature of the material must be by the curriculum objectives that students are expected to achieve. It is also necessary to develop learning media for teaching materials. Media plays an important role in the education and learning process because it acts as an intermediary between educational and learning activities (Wahidin, 2018:48). Learning media is used by students as a learning resource. This is a form of communication between the communicator (teacher) and the recipient (student), allowing the recipient to understand the content of the message contained in the media used for learning (Hamdani, 2011: 79). Video media is one of the media that can visualize a concept of learning material (Yendrita and Safitri, 2019:). The same thing was also expressed by (Kurniawan & Soeprajitno, 2017: 2) that video media can visualize concepts concretely. So that students can understand learning material by hearing sounds and also seeing pictures (Yuliyanto, 2018: 77).

Previous research has proven that there is a positive influence in the use of video media on PAI subjects (Ardiansyah, 2019:1). has successfully implemented video media and can attract the attention of students (Erniasih, 2018:162). The same thing was also proven by Wahdah in his research that the use of video media in PAI subjects gave significant changes to students (Wahdah, 2019:57). Other studies also show positive results on the use of media in Fiqh learning material usury (Nuraeni, 2018:72). This shows that PAI teachers must have media literacy so that the learning process is more effective and efficient (Wahidin, 2018:229). Therefore, this study will implement instructional video media using the sociodrama method on usury material.

According to Sudjana from Setiani and Priansa (2015: 203), this sociodrama method is one of the methods used by teachers to provide the material learned to achieve learning objectives. In addition, when students use this sociodrama technique to dare to speak in front of the lesson, they will be better able to understand the content of the material presented and it will be easier for them to understand.

One of the materials in Islamic religious education subjects in class XI is usury material. The usury material in class XI Office Governance Automation (OTKP) at SMKN 2 Mentaya Hulu is very suitable to be delivered using video media, namely with innovation in the form of audio-visual media. Audio-visual media is a combination of two or more media (audio, text, images, and video) that users manipulate or treat to control command or natural behavior of a presentation. So that the video media using the sociodrama method here is suitable to be applied at SMKN 2 Mentaya Hulu class XI OTKP because the age

of students is considered capable enough to understand the media developed by researchers and also able to practice sociodrama on usury material.

Based on observations at SMKN 2 Mentaya Hulu, the learning media, especially in Islamic religious education, is still in the form of textbooks and the learning method uses lecture and discussion methods. They claimed to have never used the media to convey the material they received while studying Islamic religious lessons. The data was obtained based on the results of interviews with students who were observed during the student analysis stage. Therefore, so that learning does not become monotonous and fun, it is necessary to develop innovative learning media by utilizing the development of information and communication technology such as video media.

Method

This study uses a quantitative approach. This research took place at SMKN 2 Mentaya Hulu, East Kotawaringin Regency, Central Kalimantan, class XI majoring in Office Administration Automation (OTKP). The number of students who became respondents was 27 students. Media trials were conducted on small and medium groups. The small group consisted of 2 students and the medium group consisted of 10 students. Data were analyzed using quantitative analysis.

Result and Discussion

The implementation of learning video media using the sociodrama method on usury material at SMKN 2 Mentaya Hulu is carried out in 3 stages. These stages are material expert validation, media expert validation, and learning media trials.

The first stage is material expert validation. Aspects of the suitability of the material with the objectives, indicators, and the use of language for delivering material in video media are assessed by material experts. The validation results show that the average value given by the material expert is 4.63. Furthermore, these results are analyzed to determine the percentage level of achievement. Based on the results of the analysis for the material aspect in the video learning material for usury using the sociodrama method, the percentage is 92%. If it is converted to a scale of 5, it is classified as very good. In other words, the content of the material in this learning video is following KI and KD. The suitability of the material in the video will make the learning process more effective (Hasanah, 2015: 13). This is in line with Anggraeni and Akbar's expression that the suitability of the material with the learning objectives is an important point in the learning process (Anggraeni and Akbar, 2018:60). Then it was emphasized again by Yuanta that the goals stated well in the learning media would clarify the learning objectives (Yuanta, 2020:97). So it is very important to match the material and learning objectives in the learning video.

The second stage is media expert validation. Based on the media expert's assessment of the material aspect, design aspect, music, sound, and understanding aspect, an average score of 71 was obtained. Then the data were analyzed and presented. The results of the percentage of media expert assessments were obtained by 94%. The data is then converted to a scale of 5 and is included in the "Very Good" criteria so there is no need for revision. This stage

is important to do before the trial to find out whether or not a media is feasible (Wijayanti, 2019:77). The same thing was expressed by Khumairoh that media that are included in the appropriate and effective category are media that have gone through the validation test stage (Khumairoh, 2021: 151).

The third step is product testing. The trial was conducted twice, namely in the small group and in the medium group. The first trial was conducted on a small group. The test results show a percentage of 79% and the overall average result is 4. After being converted to a scale of 5, it is included in the "Good" criteria. Then the medium group trial was carried out again. The results of the medium group trial assessment obtained a percentage of 84% and the overall average result was 4. After being converted to a scale of 5 it was included in the "Very Good" criteria. Trials were carried out to ensure that the media could be easily used in the learning process. As Purba argues in his book that the purpose of product trials is to ensure that the product can be used in the learning process easily (Purba, 2020:107). Yudiyanto in his research also stated the same thing that small group trials were being carried out to ensure the convenience or practicality of a learning video (Yudiyanto, 2020:190).

Conclusion

Material expert validation stated that the final percentage obtained was 92% with very good criteria; Media/design expert validation stated that the final percentage obtained was 94% with very good criteria; Individual group trials were obtained from two respondents 79%; The medium group trial was obtained from ten respondents, 84% with very good criteria. The development of video media using the sociodrama method on usury material is recommended by material experts and media experts and can be used in schools at the SMA/SMK level.

Suggestion

Learning video media using the sociodrama method on usury material can be used as a reference by schools to be used as learning media in the classroom and have not been tested extensively.

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