

DEVELOPMENT OF LEARNING MEDIA BASED ON MACROMEDIA FLASH AND HISTORY TO IMPROVE STUDENT LEARNING OUTCOMES IN SUBJECTS ISLAMIC CULTURAL HISTORY

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Abstract: *The learning result is one of important value to be achieved by the students. Only the knowledge of students is much lower. Therefore, it has become a major task for the educators to improve learning outcomes, one of them by improving the quality of learning. This study aimed to describe the learning media on the subjects of the cultural history of Islam that took place in the Islamic primary school today, describes the development of instructional media to improve student learning outcomes, and describes the effectiveness of Macromedia Flash-based learning media and history to improve student learning outcomes on the subjects of Islamic cultural history. The type and design of the study are research and development, research procedures used are: a preliminary study, the development and validation of media. The qualitative data were analyzed with a model of Miles and Huberman. The analysis of quantitative data, namely: (1) Test validation using correlation formulaproduct moment And reliability using Alpha formula; (2) Analysis of media validation parametric statistical test T test (T-Test), that is independent T-test and Paired t-tests. The results of the data analysis of the research evaluation of student learning outcomes are known to be low, the final product obtained instructional media cultural history of Islam that is the idea, design, implementation, and evaluation of the data shows a quasi-experimental results nonekuivalen control group design with pretest and posttest, Namely: Class experiment with an average increase in the value of the critical thinking skills of 11 023 (medium) to 19 190 (height), with an average difference is 8.16. Control class with an average improvement of learning outcomes of 11 580 (medium) to 14 032 (medium), with an average difference was 3.12. Then, after testing the hypothesis by Independent Samples T-Test t arithmetic result is 8,130 with probability (sig.) 0.000. Because the smaller the probability of <0.05 , then H_0 is rejected. This shows that there is a significant difference in improving student learning outcomes between experimental class control class. The comparison results showed that media-based learning macromedia flash and history effectively used to improve student learning outcomes.*

Keywords: *learning outcomes, instructional media, cultural history of Islam.*

Introduction

Education is a must-have for any student to take to a higher level. The function of education in the formation of character and development capability has made man capable character, noble, independent, and responsible stated in the national education Pancasila and the 1945 Constitution.¹ Education in Islam is very important among all Muslims, Muslims are knowledgeable and insightful is the highest Muslim rank. Humans who have knowledge in raising ennobled by God, as stated in the Quran surah Al-Mujadilah paragraph 1, reads:

اللَّهُ إِنَّ َّ تَحَاوَرَكُمَا يَسْمَعُ وَاللَّهُ إِلَى إِلَى وَتَسْتَكِي رَوْجَهَا فِي تُجَادِلُكَ الَّتِي قَوْلَ اللَّهُ سَمِعَ
قَدْ بَصِيرٌ سَمِعَ

Meaning: “Hai orang-orang yang beriman apabila dikatakan padamu: berlapang-lapanglah dalam majelis, maka lapanglah niscaya Allah akan memberikan kelapangan untukmu. Dan apabila dikatakan berdirilah kamu maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah Maha mengetahui apa yang kamu kerjakan.
(Q.S Al-Mujaadilah : 11)

Based on the above verse of every human being is required to seek knowledge one of them through the educational process. Meaning of education in this context can change the character of human beings to be able to live independently and become adults.² The development of science education today is very rapid in the distribution process of science can not only use the method, setrategi, models and tools. Technology today is so advanced conventional media or conventional model is not the time of use. Digital-based technologies are the preferred children and even

¹ Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (Sisdiknas) (Bandung: citra umbara, 2003).

² Aji Arif Nugroho, “Pengembangan Blog Sebagai Media Pembelajaran Matematika”. Jurnal Pendidikan Matematika” 8, no. 2 (2017): h. 199.

teenagers today. Learning using digital media can stimulate students to be active and creative because there are animations, images, colors, and graphics.³ Every educator is required to be able to design innovative instructional media to improve learning in schools. Given the subject matter is very diverse one of which is the subject matter SKI. SKI subject is a subject that must be given every elementary school private Islamic berasaskan to add insight and character keislamiahan students.

SKI (Cultural History of Islam) is derived from the word 'syajarah' in Arabic, which means tree, something that has roots, leaves, and twigs. History etymologically means the root of a tree that serves to reinforce the establishment of the tree to absorb water at the same time for the sake of the survival of living beings, while the culture comes from the word 'aquaculture' which means it can produce and develop something for life or living things. The word Islam means the religion or a belief embraced by every Muslim.⁴ So, SKI is a collection of Islamic history or a story that can be studied and imitated to make Islamic-minded character.

SKI subjects are packaged in book form and contains the history of Islam in the form of literature or a long story and pictures colorless so as to make students lazy and tired to read, thus requiring a suitable medium for the delivery of the material. Digital media-based learning is appropriate when applied in the SKI learning materials. Macromedia Flash-based learning media and History considered appropriate to deliver learning materials in class 5. SKI-based learning media Macromedia Flash and History considered suitable to be applied in the learning. Macromedia Flash is a vector-based application to create animations and draw bitmaps and used to create animated motion pictures, menus, games, and web applications.⁵ Macromedia Flash is also intended application in the

³ Lestari, N. A dan Istiqomah, "Pengembangan Multimedia Pembelajaran Kurikulum 2013 Pada Pokok Bahasan Trigonometri Di SMK," *Jurnal Ilmiah Pendidikan Matematika* 5, no. 3 (2017).

⁴ Muhammad Hanafi, *Sejarah Kebudayaan Islam*, t.t.

⁵ Nurbiyanto, "Pengembangan Media Pembelajaran Berbasis Macromedia Flash Professional 8 Pada Standar Kompetensi Perbaikan

manufacture of motion that comes with scripts for programming.⁶ Development of Macromedia Flash-based learning media have collaborated with history teaching methods. Historical method is a method that emphasizes learning from pengalaman history or stories that are real.

Based on preliminary observations made in elementary school Muhammadiyah Banjarmasin in one grade 5, the researchers conducted observations and interviews directly with classroom teachers and students. Digital media-based learning in the delivery of learning materials was minimal is used primarily in the delivery of learning material cultural history of Islam. Teachers often use the technique of direct learning and using the media pickup to deliver learning materials, when researchers conducted direct interviews with teachers of subjects SKI, teachers contend is the difficulty in conveying the material SKI it to students and teachers do not know whether to use media like. Students tend to be quickly saturated, bored, and lazy in the face of the SKI learning for reading long and difficult to understand, thus decreasing the value of student learning outcomes. The researchers developed learning media to overcome the existing problems.

Macromedia Flash-based learning media and history is a form of animation moving digital media collaborated with the learning method uses softwer history Macromedia Flash-based applications. The advantages of media-based learning Macromedia falsh and history is one of them can stimulate students to learn and improve student learning outcomes, especially on the subjects of Islamic cultural history. Macromedia Flash proved to be effectively used in delivering learning, it is supported from a similar study that is relevant from Handayani research entitled Development-Based Learning Macromedia Flash Media shows that the results of questionnaire analysis on a small scale test obtained an average score of 3.68 and field trials obtained an average score of 3.51 so that it can be concluded that the macromedia flash media-based learning

Sistem Kemudi Kelas XI Di SMK Muhammadiyah 1 Bantul,” *Fakultas Teknik Universitas Negeri Yogyakarta*, 2016, H. 56.

⁶ Nurbiyanto, h. 60.

is interesting and fit for use as a medium of learning.⁷ Another similar study of Nurbiyantoro titled Media Development Based Learning Macromedia Flash Professional 8 on Competency Standards Steering System Repair Class XI in SMK Muhammadiyah 1 Bantul. The results showed the analysis result data from subject matter experts, media expert, a teacher, and student responses obtained a mean score of 3.35, so that the overall media-based payment of Macromedia Flash Professional 8 fit for use as a medium of learning.⁸

Based on preliminary studies and observations and the results of relevant studies, the researchers want to develop a learning model based on Macromedia Flash and history to improve student learning outcomes on the subjects of the cultural history of Islam, with the development of media-based learning Macromedia Flash and history is expected to overcome the saturation of students and students are more motivated to learn so that increase student learning outcomes.

Based on the research background, the focus of the problem in this research is the development of Macromedia Flash-based learning media and history to improve student learning outcomes on the subjects of Islamic cultural history. To limit this problem, berukut formulation of the problem in this study; (1) How does learning media cultural history of Islam in primary school today? (2) How is media that can improve student learning outcomes on the subject matter of cultural history of Islam? (3) What is the effectiveness of macromedia flash media-based learning and history to improve student learning outcomes on the subjects of the cultural history of Islam ?.

The goal in general in this penenlitian is developing and finding learning media to improve student learning outcomes on the subjects of the cultural history of Islam, whereas in particular is to; (1) Describe the instructional media cultural history of Islam that took place in primary schools today; (2) Describe the cultural history of Islamic learning media that can improve student learning outcomes; (3) Describe the effectiveness of macromedia flash media-based learning and history to

⁷ Nurbiyanto, h. 120.

⁸ Nurbiyanto, 162.

improve student learning outcomes on the subjects of Islamic cultural history.

The results obtained in this study is expected to provide benefits for the development of science and to like for practitioners in the field, namely: 1) kegunaan theoretical; expected results of this study can at least find the proposition / postulate that can enrich disciplines of Islamic education in higher education, in the form of media that can improve learning outcomes, more specifically as one of the media supporting learning in the subjects of the cultural history of Islam. 2) The practical usefulness; for educators, especially teachers, these media as an alternative to the use of various media in learning. The media is also an alternative for teaching history of Islamic culture, either for a cultural history of Islam generally moreover islm cultural history, or students who are just learning the history of Islamic culture. The media has also become an alternative to improve student learning outcomes. Further to this media expected a more serious student and happy in the learning process. For formal and non-formal education institutions, the results of this study are expected to provide information about media that can improve student learning outcomes so that students become active and creative.

Based on the review of writing and literature, there are few similar studies by this research are: (1) study entitled Development of Macromedia Flash Media Based Learning in Basic Materials Pythagoras in Class VIII SMP by Yuliana which shows that test results and the attractiveness of the media in a small group gained an average score of 3.46 and test a large group obtained an average score of 3.49, which shows a very interesting criteria. Media keefektifitas percentage reached 81% so that it can be concluded macromedia flash media-based learning is proved feasible and effective use in learning mathematics.⁹ (2) The next similar research from Munawir, entitled Efforts to Improve Learning Outcomes Islamic Cultural History (SKI) Fourth Grade Students With Learning Strategy CTL (*Contextual Teaching And Learning*) In Assyafi'iyah Dike

⁹ Yuliana, "Pengembangan Media Pembelajaran Berbasis Macromedia Flash Pada Pokok Materi Pythagoras Dikelas VIII SMP 2018," *Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Raden Intan Lampung*, 2018, h. 2.

Elementary School Wonoayu, Sidoarjo, HSIL research shows that in the first cycle class average value is quite good with numbers and percentages graduation 78.88 reached 72.22%, the percentage is considered sufficient and need to re-review, in order to obtain maximum data. The completeness thoroughly classical value reached 80%. In the second cycle students' average score increased to 88.05 with both categories, the percentage of learning outcomes reached 94.44% with a very good category.¹⁰ (3) researchers from Wulandari, entitled 'The floating Learning Media Based on Macromedia Flash 8 Basic Competencies Explaining Filing System Class X AP 1 in SMK Negeri 4 Surabaya. The results showed that the validation test media experts obtained a percentage of 84% with a very decent interpretation criteria, 93.05% by a material with a very decent interpretation criteria, with an average percentage of the overall results of validari by experts sebsesar 84%, and test results limited try acquired a percentage of 99% with a very decent interpretation criteria. It can be concluded that media-based learning Macromedia Flash 8 to the basic competence explain archival system AP1 class X SMK Negeri 4 Surabaya is fit for use.¹¹ (4) PA further identical enelitian by Karim, entitled Improving Learning Motivation Education The Cultural History of Islam (SKI) Through Learning Methods *Mind Mapping*, The results showed that, mind mapping methods of implementation of learning in the subject of SKI can increase learning motivation, student activities, the quality of student learning, and an increase in student learning so that students can

¹⁰ Munawir, "Upaya Meningkatkan Hasil Belajar Sejarah Kebudayaan Islam (Ski) Siswa Kelas IV Dengan Strategi Pembelajaran CTL (Contextual Teaching And Learning) Di Madrasah Ibtidaiyah Assyafi'iyah Tanggul Wonoayu, Sidoarjo," *Jurnal PGMI Madrasatuna* 4, no. 2 (t.t.): h. 1.

¹¹ Wulandari, "Pengembangan Media Pembelajaran Berbasis Macromedia Flash 8 pada Kompetensi Dasar Menjelaskan Sistem Kearsipan Kelas X AP 1 di SMK Negeri 4 Surabaya," *Jurnal Fakultas Ekonomi Universitas Negeri Surabaya*, t.t., h. 1.

be creative and varied.¹² (5) any other similar study is of Fahmi and Marsigit, titled Development of Multimedia Macromedia Flash with Contextual Approach and Its effectiveness against the attitude of students in Mathematics. The results showed that the development of interactive multimedia in teaching mathematics well categorized, according to expert assessment and learning materials, media experts, and 42 students of class IX, with an average score of 209.48 out of a maximum score of 260. As for the effectiveness of the attitudes of students in mathematics and ICT, there is a change in attitude on the aspect of students' anxiety, self-confidence of students, and a sense of love towards mathematics and ICT.¹³

From some research on the above it can be seen: (1) that the student learning outcomes vary, but most were still low; (2) The results of student learning can be enhanced by the use of a wide range of media, approaches, methods, strategies and techniques appropriate learning. As an effort to improve student learning outcomes is part of the task of teachers. (3) Research on improving student learning outcomes, as well as media-based learning *macromedia flash and history* can be done not only in mathematics, but also in science, Indonesian, and Social Sciences. This suggests that research on improving student learning outcomes can be performed on any subject. Differences in the above study by research writer is the author of this study to develop a media-based learning *macromedia flash and history* by making the design, and then implement them in the learning process, and then evaluate learning objectives based learning media *macromedia flash and history* are developed to achieve the desired goal, which is to increase student learning outcomes. Also expected based learning media *macromedia flash and history* developed also can make students happy and interested to participate in subjects of Islamic cultural history. This study uses *research and development* (R & D) by

¹² Karim, "Meningkatkan Motivasi Belajar Pendidikan Sejarah Kebudayaan Islam (SKI) Melalui Metode Pembelajaran Mind Mapping," *Jurnal Sekolah Tinggi Agama Islam Negeri (STAIN) Kudus*, t.t., h. 4.

¹³ Fahmi dan Marsigit, "Pengembangan Multimedia Macromedia Flash dengan Pendekatan Kontekstual dan Keefektifannya terhadap Sikap Siswa pada Matematika," t.t., h. 12.

procedures for preliminary studies, model development and validation of test product.

Method

This research uses research and development (Research and development / R & D). Research and development / R & D is the research methods used to test keefektivitasan of certain products.¹⁴ Research means activity that is used for acquiring information on the needs, whereas the berrarti development activities performed to result in a product. This study used a qualitative approach and aided by quantitative data. Researchers took steps this study by Borg and Gall that there are 10 steps. The steps of this research is conducted up to ten stages, namely the spread. Principles of research based on R & D and Borg and Gall, but modified and adapted to the circumstances. Modified shape is based on the development steps from Nana Syaodih and Sugiyono contained in three steps, namely the preliminary study, the development of media in the form of new products and product test through experimental testing.¹⁵

Experiments performed limited testing and extensive trials. Limited testing conducted by two classes at different schools and each of ten students. Extensive trials carried out in different places with each totaled 30 students, by making the grade 5 A in SDIT Muhammadiyah as the control class and grade 5 in SDIT Al-Hikmah as a class experiment. Test experts who conducted this study as many as six people, namely: 1 education experts, two experts on curriculum and R & D, and three experts on media / IT. Preliminary studies carried out with the study of literature, study the documentation, and analyze data in the field. Analyzing the data in the field using questionnaires, interviews, and documentation. Development of instructional media through three stages: First, the preparation and drafting of the beginning; Second, refinement of the preliminary design of media-based learning Macromedia Flash and

¹⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D*, 22 ed. (Bandung: Alfabeta, 2015), h. 11.

¹⁵ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2016), h. 57.

history with conducting expert testing to education experts, philosophers and expert R & D; Third, to test learning media macromedia flash and history developed.

Limited testing and comprehensive test as the implementation of the model during the development stage or product formation was performed using praeksperimen using one shot case study design (single treatment design). One shot case study design is used on a limited test in SDIT Muhammadiyah, which is in Class 5 A and 5 B. The extensive testing conducted on SDIT Al-Hikmah in class 5 A and class 5 B. The research was conducted at the Integrated Islamic Elementary School include: SDIT Muhammadiyah and SDIT Al-Hikmah in Surabaya. This is the reason: *First*, Primary schools mentioned above represent the Islamic primary school in Surabaya, either as an Islamic primary school public and private, both as a madrasa, foundations, and private elementary schools, as well as Islamic primary schools with number of students that a lot or a little. *Second*, Only in elementary school of Islam that many subjects taught cultural history of Islam and Islamic culture history courses have become a compulsory subject for all students.

The object of this research is the development of Macromedia Flash-based learning media and history to improve student learning outcomes on the subjects of Islamic cultural history. The subjects were students who take the subjects of History of Islamic Culture and classroom teacher as a teacher subject Cultural History of Islam, as well as experts of science education and religion. Determination students as research subjects with consideration for the students as a target in the development and application of instructional media, as well as a target in the research objectives are improving student learning outcomes in the form of the final value after the learning. The determination of the teacher as a research subject with consideration for teachers implementing the learning using the learning media. While science scholars of religious education, curriculum and media pembelajaran / IT is an advisory as well appraiser to learning media will be developed and assessors to gauge tested. Selection of research subjects as targets research trials determined in accordance with conditions on the ground.

Validation of learning media macromedia flash and history using an experimental method using quasi-experimental techniques. Validation of learning media by using a quasi-experimental control group design

nonekuivalen control group design with pretest and posttest. Data and sources of data in this study are categorized into: 1) based on data collection techniques, use observation techniques, questionnaires, tests, interviews, testing, and experimentation; 2) based on the source of data acquisition, among others of respondents / participants (students, teachers, the test team), the state of things or events, neighborhood or place of study, and documents. Methods of data collection using interviews, questionnaires, observation, and documentation, as well as the tests, to calculate the results of validation using the formula product moment with SPSS.

Berity calculations about the item of the validation test to the experts who are experts in the field, then the decision is taken to test the validity of the basic decisions as follows: 1). Rhitung valid if the value is greater than the value of rtabel; 2) Not valid when rhitung value smaller than the value rtabel. Rtabel value is 0.256 for $N = 57$ at the 5% significance. The test results show that the validity of the data about the item 1 ($0.546 > 0.256$), about 2 ($0.453 > 0.256$), question 3 ($0.565 > 0.256$), about 4 ($0.674 > 0.256$), and about 5 ($0.408 > 0.256$). So the validity of the test results measuring tool capability student learning outcomes are valid, because the value is greater than rtabel rhitung. As for the search for reliability of the instrument in the form of matter or descriptions using Alpha formula. According Syofian Siregar, said to be reliable criteria of an instrument using Alpha formula, if the reliability coefficient (r_{11}) > 0.6 .¹⁶ Based on this, the result of the calculation using the formula alpha reliability test with SPSS, it is known that the Alpha value of rhitung $0.716 > 0.6$ rtabel. So, the questions that serve as an instrument to measure the ability of student learning outcomes before and after using Macromedia Flash-based learning media and history is reliable to be used as a tool / instrument collecting data in this study.

Analysis of the data in this study using two techniques of qualitative analysis and quantitative analysis, for qualitative analysis using the steps of Creswell consisting of six steps, namely (1) Analysis to prepare

¹⁶ Syofian Siregar, *Statistika Deskriptif untuk Penelitian*, 5 ed. (Jakarta: PT: Raja Grafindo Persada, 2012), h. 175.

the data: (2) Update and encodes the data; (3) The results of the research findings using the coding and description as well as the theme; (4) Make a qualitative representation and reporting findings; (5) Make a qualitative interpretation of the findings; (6) Validation of the accuracy of the findings of the research results.¹⁷ However, this research in analyzing the data is simplified into three steps by Miles and Huberman use of models, namely: data reduction, data presentation and data verification,¹⁸ whereas quantitative analysis of Creswell consisting of four steps. Test the hypothesis using parametric statistical tests test T (T-Test), which is independent T-test and paired T-test.²² In the authors analyzed using SPSS release 23.0 for windows.¹⁹

Discussion

In this chapter describes the results of research that includes several things:a) Description of preliminary study data; b) Development of macromedia flash media-based learning and history to improve student learning outcomes on the subjects of the cultural history of Islam; c) The effectiveness of media-based learning macromedia flash and history to improve student learning outcomes on the subjects of Islamic cultural history. Preliminary studies activities include study of literature, documentary studies and field studies. The data obtained are: 1) the design data of history teaching Islamic culture in Islamic primary schools current; 2) Data learning Islamic cultural history of the current; 3) learning evaluation data of Islamic cultural history of the current; 4) the data of student learning outcomes. Description instructional design cultural history of Islam current in the form of interest, materials, methods, media, and evaluation are packaged in the form of draft Learning Plan (RPP). The design of Islamic cultural history lesson plans currently cover the different

¹⁷ John W. Creswell, *Educational Research: Planning, Condukting, and Evaluating, Quantitative and Qualitative Research*, 4 ed. (Boston: Pearson Education, 2012), h. 261.

¹⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D*, h. 338.

¹⁹ Singgih Santoso, *Aplikasi SPSS pada Statistik Parametrik* (Jakarta: PT. Elex Media Komputindo, 2012), h. 155-159.

learning objectives of both the Islamic primary school but learning objectives more focused on the mastery of the material provided. The achievement of other objectives such as *mencapaian* student learning outcomes are less stressed. Given that student learning outcomes in the form of value is one achievement of learning goals cultural history of Islam, then it should be one of the objectives to be achieved. The design of Islamic cultural history lesson plans currently cover the different learning objectives of both the Islamic primary school but learning objectives more focused on the mastery of the material provided. The achievement of other objectives such as *mencapaian* student learning outcomes are less stressed. Given that student learning outcomes in the form of value is one achievement of learning goals cultural history of Islam, then it should be one of the objectives to be achieved. The design of Islamic cultural history lesson plans currently cover the different learning objectives of both the Islamic primary school but learning objectives more focused on the mastery of the material provided. The achievement of other objectives such as *mencapaian* student learning outcomes are less stressed. Given that student learning outcomes in the form of value is one achievement of learning goals cultural history of Islam, then it should be one of the objectives to be achieved.

Learning material Islamic cultural history is taught in detail different, but in essence is about the same. The learning method often used is a discussion and lectures, as well as learning model that is often used is the direct learning model. Learning resources such as books cultural history of Islam or *al Islam*, both required reading and reading long. In addition, there is also a package, based on the history of Islam and other supporting materials. The approach to learning is most often used are teacher-center or centered on the teacher, but there is also mention internet and classroom teachers as a learning resource. Instructional media used to support learning and literature books only, no other supporting medium or media used in the form of a whiteboard, markers, teaching materials, books, *diklat*, laptop, LCD, wifi, and others. The time allocated to the subjects of cultural history of Islam is about 120 minutes in one session.

Design of the learning process of Islamic cultural history of the current. a) the process of learning to be prepared is textbooks, syllabi, lesson planning design, materials, and teaching materials. The learning

process is done with the two existing approaches pengampu teachers of subjects using an approach centered on him and there is student-centered, there are both. Teachers pengampu subjects of Islamic cultural history complete with names, education, and teaching experience as a teacher of Islamic cultural history of the academic year 2016/2017 and 2017/2018. All students are required to attend the subjects of cultural history of Islam in the fifth grade either one semester or two semesters. Researchers also distributed questionnaires to 65 students to determine the response of subjects to students of Islamic cultural history. In addition to the questionnaire supported by this data are also supported by comments from students and they wanted a medium of learning for subjects varied cultural history of Islam, more communicative, and enables them to understand the history of the Islamic culture.

Description of the cultural history of Islamic learning evaluation is now based on interviews and documentation is done in two forms of assessment processes and assessment of learning outcomes. Assessment process includes assessing the interest, attention, and participation. Rate includes pretest posttest results in writing, midterms, final exams, and the division of tasks. Evaluation process more attention to attendance, interest, activity, and attention. While the evaluation of results rather look at pretest posttest, midterms, final exams, and assignments. Description of learning outcomes of students on the subjects of Islamic cultural history is now attached in the form of a table which shows that out of 65 students on average 5.6 (low). This value is far from the highest grade student learning outcomes, which is 10 (on a scale of 4, with the criteria very well (A). This happens because the purpose and process of studying the subject of cultural history of Islam has not led to an increase in student learning outcomes. The reason for choosing media based learning macromedia flash and history as a learning medium cultural history of Islam is to improve student learning outcomes, it is expected to actually be able to improve student learning outcomes and materials on the subjects of the cultural history of Islam it is easier to understand and make the students active, and unsaturated /bored.

Formation of instructional media on the subjects of the cultural history of Islam carried out in two stages: The first stage, the formation of the design (plan) instructional media cultural history of Islam; The second phase, to test the expert (expert judgment) against the Islamic cultural

history of instructional design. Formation of the design (plan) instructional media cultural history of Islam is based on the findings, study, study, discussions with teachers of the cultural history of Islam in the form of ideas that are based on preliminary studies, design of instructional media that was developed to achieve the learning objectives, learning implementation adjusted to the time provided, in the evaluation of instructional media cultural history of Islam with macromedia flash and history to improve student learning outcomes is done in two ways,

Expert test given to six experts, is 2 experts design (curriculum experts and R & D), 3 expert material (religious education expert), 1 specialist technology / IT. Assessment of the design and the material content summarized in a questionnaire shaped instrument then the result is calculated using the formula CVR (content validity ratio). Based on the results of calculation of the total validation of the contents of the preliminary design of instructional media cultural history of Islam from the 6 test expert validation of contents or index gained CVR, which is 0.87. CVR calculation results generally showed an early draft medi Islamic cultural history teaching is good and appropriate.

Trial implementation phase of learning media cultural history of Islam carried out in two stages, namely the limited testing and extensive trials. Dilakukan limited test twice in different grades with the amount of each 10 students, the testing process is done by four stages. Of the 10 students were 90% found the cultural history of Islamic learning with Macromedia Flash-based learning media and history is interesting. Then, 85% stated that learning becomes fun. There is a 83% agree that studying the cultural history of Islam with Macromedia Flash-based learning media and history make the learning materials are delivered more easily understood. In addition based on questionnaire data,

In limited testing 2, shows that of the 30 students who found the delivery of content with Macromedia Flash-based learning media and history on the subjects of the cultural history of Islam that attract as much as 76%, which argues fun as much as 75%. Opinions on Macromedia Flash-based learning media and history on the subjects of Islamic cultural history easier to understand as much as 82%. Furthermore, the opinion on the subject matter studied the cultural history of Islam with Macromedia Flash-based learning media and history motivating to think

as much as 84% . In addition to the questionnaire of students in the class also leave a comment.

Extensive trials are conducted twice in two places. Comprehensive test of two unknown reliability macromedia flash media-based learning subjects and history on the cultural history of Islam and also can know whether there is any improvement in student learning outcomes. 2 conducted extensive trials to correct deficiencies in the comprehensive test 1. Extensive trials carried out in the same place with the respondents and students alike. The average respondent students in two places, there are 93% found macromedia flash media-based learning subjects and history on the cultural history of Islam it interesting. Later students found macromedia flash media-based learning and history on the subjects of Islamic cultural history fun, there is 92%. The opinions of students about studying the cultural history of Islam with Macromedia Flash-based learning media and history fathku Mecca material easier to understand there are 83% of the respondents. In addition to the student questionnaire responses also commented in a written manner. The student responses indicate that students also assess positively to the Macromedia Flash-based learning media and history developed. This means learning media is feasible to be developed and implemented and can be used as a medium of learning in the subject of Islamic cultural history. The student responses indicate that students also assess positively to the Macromedia Flash-based learning media and history developed. This means learning media is feasible to be developed and implemented and can be used as a medium of learning in the subject of Islamic cultural history. The student responses indicate that students also assess positively to the Macromedia Flash-based learning media and history developed. This means learning media is feasible to be developed and implemented and can be used as a medium of learning in the subject of Islamic cultural history.

Effectiveness of Macromedia Flash-based learning media and history on the subjects of the cultural history of Islam to improve student learning outcomes is done by testing validation through a quasi-experimental techniques. Student learning outcomes before treatment is given in the form of Macromedia Flash-based learning media and history on the subjects of the cultural history of Islam has an average of 11 023. Meanwhile, after receiving treatment in the form of Macromedia Flash-based learning media and history on the subjects of the cultural history of

Islam, the average student learning outcomes be 19 195. Furthermore, the output Paired sample t test yield 0.412 figure with a probability value far below 0:05. t the t test was -18 671 with a probability of 0.000. For two-sided test, the number probability is $0.000 / 2 = 0.000$. Because $0000 < It$ can be concluded that student learning outcomes before and after treated with macromedia flash media-based learning subjects and history on the cultural history of Islam is not the same. Comparative effectiveness of second grade class as a class 5A 5B class sebagai treatment and control classes before and after being treated with macromedia flash media-based learning subjects and history on the cultural history of Islam can be seen with Samples T Tes Independent test.

Based on the output Test of normality, significance values obtained for the class 5A (experimental group) amounted to 0.323, while the value of significance for the class 5B (control group) of 0.075. Because the value of the class 5A and 5B larger class > 0.05 , it can be concluded that the data values or learning outcomes in class 5A and 5B prior to being treated with Macromedia Flash-based learning media and conventional media history and normal distribution. Furthermore, the Independent Test Samples Test. Output of Independent Samples Test result shows that the experimental class before treated with Macromedia Flash-based learning media and history (11 023) and the control group before treated with conventional models (11,080) have averaged almost the same learning outcomes or balanced. Similarly, macromedia flash media-based learning and history as being effective in improving student learning outcomes, also can increase the motivation and enthusiasm of students, making learning the history of Islamic culture interesting and fun, and improving teacher performance. This is also supported by similar research undertaken by the relevant Fahmi and Marsigit, titled Development of Multimedia Macromedia Flash with Contextual Approach and Its effectiveness against the attitude of students in Mathematics. The results showed that the development of interactive multimedia in teaching mathematics well categorized, according to expert assessment and learning materials, media experts, and 42 students of class IX, with an average score of 209.48 out of a maximum score of 260. As for the effectiveness of the attitudes of students in mathematics and ICT, there is a change in attitude on the

aspect of students' anxiety, self-confidence of students, and a sense of love towards mathematics and ICT.²⁰

Then the study of the cultural history of Islamic learning evaluation was twofold: the evaluation process and the evaluation of results. Macromedia flash media-based learning developed through several stages: First, the preliminary draft Formation consisting of a) an idea; b) design; c) implementation; d) evaluation of the developed learning media. The second phase, assessment experts on the preliminary design of media-based learning Macromedia Flash 6 people obtained validation of the content index, which is 0.89. Then the third stage, Process / implementation test learning media.

The idea or the idea to design and develop instructional media based on the study of the theory and the results of data analysis in the field. Design or design-based learning media macromedia flash and history is composed objectives, materials, methods, sources and media, as well as evaluation. Evaluation in macromedia flash media and story to improve student learning outcomes is done in two ways, namely the evaluation of the learning process and evaluation of learning outcomes. Evaluation tools are used other than in the form of a pretest, posttest, also uses students' worksheets. Results are expected in the evaluation is apart from the mastery of knowledge and understanding of the material as specified in the general and specific learning objectives, it is also able to improve student learning outcomes.

Implementation macromedia flash media-based learning and history to improve student learning outcomes are summarized in the core activities of learning. Efforts to investigate the effectiveness of Macromedia Flash-based learning media and history in improving student learning outcomes was done by using a quasi-experimental design using control groups or so-called nonekuivalen control group design with pretest and posttest.

Based on the hypothesis test results, showing that the hypothesis "there is a difference in student learning outcomes before and after getting

²⁰ Fahmi dan Marsigit, "Pengembangan Multimedia Macromedia Flash dengan Pendekatan Kontekstual dan Keefektifannya terhadap Sikap Siswa pada Matematika," t.t., h. 12.

treatment with Macromedia Flash-based learning media and history" is evident. It can be seen from the results output Paired sample t test over the first part of the two samples (before and after treatment). For student learning outcomes before treatment is given in the form of Macromedia Flash-based learning media and story, student learning outcomes reached an average of 11.023. Meanwhile, after receiving treatment in the form of Macromedia Flash-based learning media and story, student learning outcomes become 19.203.

Then after a comparison between t and t table turns t of output is -17.601 and to test the two sides respectively 5% and df (degree of freedom) 30 or (0025; 30), then t table is 2,042. Because t lies in the region H_0 is rejected, it can be concluded that the macromedia flash media-based learning and effective story in an effort to improve student learning outcomes.

Furthermore, based on the above hypothesis test results also show that the hypothesis "There is a difference in student learning outcomes with conventional media" is proven. Based on the comparison of t arithmetic with t table turns t of output is -7821, to test the two sides respectively 5% and df (degree of freedom) 30 or (0025; 30), then t table is 2,042 then it can be concluded that the media conventional is also effective in improving student learning outcomes.

Based on the results of hypothesis testing shows that the hypothesis "there is a difference in student learning outcomes between groups of students before treated by the media Macromedia Flash and history with a group of students before getting conventional treatment" is not proven t for student learning outcomes before getting treatment (between media macromedia flash and conventional media story) with variance equal probability assumed is -0731 to 0355. For two-sided test probability of being $0.355 / 2 = 0.1775$. since $0.1775 > 0.025$ then H_0 is accepted. This means that the average student learning outcomes in the two groups before getting treatment (media macromedia flash and history and conventional) are really the same.

Then analysis wear t test student learning outcomes after getting treatment (between media-based learning Macromedia Flash and history with the conventional media) with equal variance assumed is 6,513. This means that the average student learning outcomes in both groups after

getting treatment (Macromedia Flash-based learning media and history and conventional media) are significantly different. Limitations of this study to control for individual differences as a research subject in details such as the effect of the student's learning style, age, student motivation and learning environment of students.

Conclusion

Based on the final product and discussion of research, then in this concluding chapter can be presented on two points, namely the conclusions and suggestions. The conclusions are the result of research based on the formulation of the problem. The suggestions put forward in this chapter deals with research findings that can be used in education and religion.

The conclusion of this research is to study the results of preliminary studies and initial observations known literature student learning outcomes in subjects of the cultural history of Islam is still low and the lack of instructional media to convey the Islamic cultural history of the material so that students tend to be quickly bored. Therefore it is necessary to develop a learning media for Islamic cultural history courses that can improve student learning outcomes. The instructional media macromedia flash media-based learning and history developed with the normative, philosophical, psychological, and sociological, as well as konstruktivistik wing. Design Macromedia Flash-based learning media and history consists of objectives, materials, methods, sources and media, as well as evaluation. Evaluation is done in three steps, namely introduction, core and cover. The evaluation results known macromedia flash media-based learning and a reliable and precise history became one of the subjects of learning media for the custom history of Islam, from the test results showed that the students learn more easily master the material provided and student learning outcomes showed an increase.

Effectiveness of Macromedia Flash-based learning media and history through hypothesis testing Independent Samples T-Test results obtained t count was 8,130 with probability (sig.) 0.000. Because the smaller the probability of <0.05 , then H_0 is rejected. This shows that there is a significant difference in improving student learning outcomes between experimental class control class.

The researchers suggest, among others for educators are expected to apply based learning media macromedia flash and history in order to improve student learning, the teacher of the cultural history of Islam is also expected to master and develop instructional media, not just media-based learning Macromedia Flash and history and conventional but also the media, models, and other learning methods, in order to bring a positive impact on all, both professors, students, and the atmosphere in the classroom. For similar studies, it may consider other factors that affect student learning outcomes as well as other capabilities, for continued development of researchers.

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