

The Effectiveness of Training Model Multimedia Based Learning Communication in Improving Mudarris Competence

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Abstract—Mudarris is the most decisive component in the education and learning system as a whole, which must receive central attention in Islamic boarding schools. In order to obtain data in the field, the researcher conducted a preliminary study (preliminary research), namely the activities carried out by researchers to obtain a theoretical basis for model design through observation, interviews, and literature studies. The presentation of the findings and discussion includes: the condition of learning communication between the mudarris and the santri in the teaching and learning process; conceptual model of multimedia-based learning communication training in improving competence mudarris; implementation of the conceptual model of multimedia-based learning communication training in improving the competence of mudarris; and the effectiveness of the conceptual model of multimedia-based learning communication training in improving the competence of mudarris. The results of the identification of learning communication conditions between mudarris and students in the teaching and learning process at Islamic boarding schools have not shown the establishment of effective and affective communication relationships.

Keywords—communication, effectivity, mudarris, multimedia, training

I. INTRODUCTION

Mudarris is the most decisive component in the education and learning system as a whole, which must receive central attention in Islamic boarding schools. Mudarris means teacher, teacher [1]. This is because the mudarris determines the success of the santri, especially in relation to the teaching and learning process at the Islamic boarding school. Terminologically, mudarris has the meaning of teaching science in a formal atmosphere [2]. Therefore, improvement efforts must be carried out continuously in order to improve the competence of mudarris.

There is a great demand for the competence of mudarris at Islamic boarding schools in using learning

communication, apart from the fact that learning communication can affect the level of student learning success, learning communication is also a tool to make it easier to understand Islamic religious sciences taught by mudarris. The task of the mudarris is essentially to educate learners and eradicate ignorance and to train skills according to their talents, interests and abilities so that they become productive workers [3] and [4]. learning communication competence Mudarris in the learning process at Islamic boarding schools is one of the pillars of professionalism Mudarris that is demanded today. Therefore, activities must be prepared to educate and train students to be able to fulfill effective learning communication competencies. The definition of competence according to Hay in Manopo [5], is defined as a number of knowledge, skills, abilities, attitudes, or other behaviors that are essential to complete work and contribute to the success of a work result and differentiate superior performance.

Some of the causes of weak learning communicative competence in mudarris boarding school, among others: 1. In most mudarris at boarding school formal education levels of Elementary School (SD) or equivalent up to the high school (SMA) or equivalent; 2. Mudarris at Islamic boarding schools are not graduates from educational study programs at the Educational and Educational Personnel Institutions (LPTK) that provide knowledge and skills in the teaching and learning process, including learning communication learning; 3. Mudarris is less able to use effective and affective learning communication as one of the competencies that will increase the success of the learning process in Islamic boarding schools; and 4. Mudarris uses learning communication based on observations of mudarris seniors who first served in Islamic boarding schools.

In connection with the explanation above, the researcher will conduct a research entitled The Effectiveness of Multimedia-Based Learning

Communication Training Model in Improving Competence Mudarris. This study was carried out on mudarris who work at Islamic boarding schools salafiyah (traditional) as non-formal religious education institutions located in Bogor Regency.

II. METHOD

The conceptual model of multimedia-based learning communication training in improving the competence of mudarris in Islamic boarding schools needs to be evaluated for its success. The evaluation that will be carried out includes the ability to analyze and evaluate at the beginning of the training planning process, evaluation in the training implementation process, and evaluation at the end of the training or post-training activities.

The effectiveness of the learning model was tested using a "non-equivalent control group" design. Thus, the research design used was quasi-experimental as can be seen in the following figure 1.

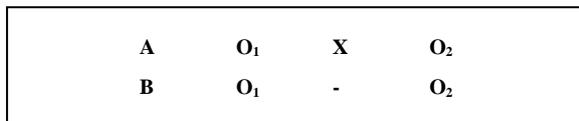


Figure 1. Quasi-experimental research design with non-equivalent control group design [6]

To prove the significance of the difference in the results of measuring the effectiveness of the multimedia-based learning communication training model in the control group and the experimental group, it is necessary to test statistically with sample t-test related. The formula used is shown as follows [7]:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

- \bar{X}_1 : Average sample 1 (control group)
- \bar{X}_2 : Average sample 2 (experimental group)
- S_1 : Standard deviation of sample 1 (control group)
- S_2 : Standard deviation of sample 2 (experimental group)
- S_1^2 : Variance of sample 1 (control group)
- S_2^2 : Variance of sample 2 (experimental group)

The pretest to the control group of researchers was carried out on November 15 and 19, 2014 on 14 Islamic juniors boarding school who served in four Islamic boarding schools in Bogor Regency.

III. RESULT & DISCUSSION

In order to obtain data in the field, the researcher conducted a preliminary study (preliminary research), namely the activities carried out by the researcher to obtain a theoretical basis for model design through observation, interviews, and literature studies. The data

obtained through the Training Needs Analysis the two Islamic boarding schools above are as shown in the following table 1.:

TABLE I. RESULTS OF TRAINING NEEDS ANALYSIS

Questions	Often	Sometimes	Never	Total
When I communicate with learners in the learning process, learners understand what I say.	12 (57,12%)	9 (42,88%)	-	21
When I communicate with students in the learning process, students' responses are in line with my expectations. .	6 (28,57%)	15 (71,43%)	-	21
Whenever I communicate with students, the words I speak are clear.	15 (71,43%)	6 (28,57%)	-	21
When I deliver the subject matter, I always use learning media/teaching aids.	14 (66,67%)	7 (33,33%)	-	21
When I delivered the subject matter, the students asked for my voice to be louder.	7 (33,33%)	14 (66,67%)	-	21
Whenever I communicate, I am able to speak directly to the core.	7 (33,33%)	14 (66,67%)	-	21
Total	61 (48,41%)	65 (51,59%)	-	126

The data above illustrates that the mudarris of the two Islamic boarding schools have not met the qualifications and competencies of educators in carrying out learning tasks, both of which are stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers [8] which outlines the competence of teachers as agents of effective learning. includes pedagogic competence, social competence, personality competence, and professional competence as well as those listed in Government Regulation Number 19 of 2005 concerning National Education Standards [9].

Islamic boarding schools as non-formal religious education institutions in determining the qualifications and competencies of teachers (mudarris) at Islamic boarding schools refer to the laws and government regulations as mentioned above. This is as conveyed by the Director of Diniyah Education and Islamic Boarding Schools of the Ministry of Religion of the Republic of Indonesia, Ace Syaifuddin [10] who stated that in the Strategic Plan for the 2009-2015 period, Islamic boarding schools and Islamic boarding schools would be developed into non-formal religious institutions with an education system that refers to standards. national education [11].

The data in Table 1 regarding the results of the Training Needs Analysis above, it can be seen that 21 young students who teach at the Al-Akhwain Islamic Boarding School and Darul Marhamah Lil Aitam Islamic Boarding School provide varied answers to the six questions in the Training Need Analysis. In this

regard, Daryanto [12] said, in the process of teaching and learning communication, teachers (communicators) must be able to create an effective communication process. For this reason, a teacher (communicator) must carry out the principles and concepts of the correct communication approach. In addition, teachers (communicators) must be able to minimize the factors that cause communication failures. This can be achieved if the learning process is carried out continuously and dynamically.

In line with the above opinion, Tjutju Yuniarsih [13] said, there are several communication strategies that teachers can consider to achieve learning success, namely: a. Develop an interactive and dynamic communication climate; b. Try to be fair; c. Recognize the character and potential of students; d. Show empathy; e. Treat students as ready to learn; and f. Implement communication management functionally.

Learning means building effective communication between teachers and students. Therefore, it is important for teachers to realize and understand that communication and learning are two interdependent things, which is more important what students have learned than what has been taught, and which continuously chooses and determines what should be communicated. and how to communicate it. In essence, a good teacher is a good communicator or an effective teacher is an effective communicator. In learning communication, the teacher plays a role as a regulator and director of the flow of activities. In addition to having to equip themselves with adequate knowledge about the content of learning to be presented and the method of delivery, teachers must also have the ability to design effective communication with students. This ability is very important because it has a direct impact on the quality of students' understanding of the material being taught.

Bochner, Cappela, Miler, and De Vito [14] about interpersonal communication, namely communication by observing its main components, in this case the delivery of messages by one person and the reception of messages by another person or a small group of people, with various impacts and with opportunity to provide immediate feedback. communication Interpersonal (interpersonal) refers to communications in which the persons involved directly and completely to each other in conveying and receiving messages significantly. In this communication there is an active interaction between two or more persons [15].

In every activity of the teaching and learning process, interpersonal relationships should occur. Teachers should treat students as active individuals, have the freedom to choose activities that suit their needs, interests, and abilities. Like the condition of students, the teacher also has a unique personality, which must also be realized by the teacher concerned.

Taking into account the conditions of learning communication between mudarris and santri in the teaching and learning process and the results of the training needs analysis as described above, the multimedia-based learning communication training model that will be implemented is based on the results of empirical and theoretical studies which are expected to make a significant contribution in improve the competence of mudarris.

Based on the data from the measurement of the effectiveness of the multimedia-based learning communication training model in the control group and the experimental group, the comparison data is obtained as shown in the following table II.

TABLE II. COMPARISON OF RESULTS OF EFFECTIVENESS MEASUREMENT OF MULTIMEDIA-BASED LEARNING COMMUNICATION TRAINING MODEL IN CONTROL GROUP AND EXPERIMENTAL

Group Control	Multimedia-Based Learning Communication Indicators	GroupGroup Experimental
89,3%	Relationship	95%
88,7%	Effective Communication	92,5%
89,8%	Affective Communication	91,3%
89,5%	Learning Process Success	87,7%

The results of the measurement of the effectiveness of the multimedia-based learning communication training model in improving the competence of mudarris in Islamic boarding schools as described above, illustrates that the multimedia-based learning communication training model is effective in improving the competence of mudarris in Islamic boarding schools.

The effectiveness of the multimedia-based learning communication training model in improving competence mudarris can be realized as long as its implementation meets several criteria including: 1. training participants (mudarris) have a basic in operating a computer with the Microsoft Office Power Point program; 2. the existence of guidance in training to make learning materials using the Microsoft Office Power Point program; and 3. there is an intense interaction between the instructor and the trainees as well as between the trainees. The final model of multimedia-based learning communication training in improving competence mudarris is a model that allows it to be implemented in training organized by various parties who have an interest in increasing competence mudarris in Islamic boarding schools. The final model and the hypothetical model of multimedia-based learning communication training basically have no difference.

IV. CONCLUSION

The results of the identification of learning communication conditions between mudarris and students in the teaching and learning process at Islamic boarding schools have not shown the establishment of

effective and affective communication relationships. In addition, the mudarris at Islamic boarding schools have not been able to innovate in building multimedia-based learning communication. This is because so far mudarris the pesantren have never participated in any training, either related to training that examines learning communication, or training that examines the use of learning media, especially the type of multimedia in the learning process.

The conceptual model of multimedia-based learning communication training in improving competence mudarris in Islamic boarding schools is designed in an integrated manner from four components which include input, process, output, and outcomes as well as the stages of activities starting from planning, organizing, implementing and evaluating. In addition, the conceptual model of training is designed based on the results of needs identification / training needed from analysis mudarris at Islamic boarding schools, in addition to taking into account various inputs from experts, namely: experts in the field of training, experts in learning media and educational technology, training participants and leaders. Islamic boarding school. So that the conceptual model of training produced is comprehensive and applicable.

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