Conference Paper

Multimedia Islamic Religious Education Based on Spiritual and Emotional Intelligence to Improve the Character of University Students

Achmad Sultoni

Universitas Negeri Malang, Malang

ORCID:
Achmad Sultoni: https://orcid.org/0000-0002-8638-0651

Abstract

The purpose of the subject pendidikan agama islam (pai) or islam religion education (IRE) in a public university is to develop the faith and character of students. however, the instruction of IRE at the State University of Malang (UM) tends to develop a cognitive domain. A multimedia teaching of IRE, based on spiritual and emotional intelligence, is considered as a solution due to its effectiveness in developing morality among students. Therefore, this research aims to describe the student's perception of multimedia teaching of IRE and its effectiveness in improving the students' character. The study utilizes a quantitative research method and a pre–post-test design was chosen for the experiment. In total, 31 students of the Faculty of Mathematics and Natural Science fron the Universitas Negeri Malang in the even semesters of 2018. Data were collected through an attitude scale and questionnaire, which were then analysed using the paired *t*-test and descriptive quantitative analysis. The research findings revealed that the multimedia of IRE gets a $t_{statistics}$ of 6.362 with a significance level of 0.000; score t_{table} at free degree 31 and real degree 0.05 was 2.042. On comparing these scores, $t_{statistics} > t_{table}$ or a significance score < 0.05 was considered as a significant difference in the mean score between the pre- and post-tests. Regarding the student perception, all students praised the multimedia mode with an average score of 85.2. To conclude, the multimedia IRE based on spiritual and emotional intelligence can improve student's character and was well appraised by them.

Keywords: multimedia of teaching, Islam religion education, spiritual intelligence, emotional intelligence, character

1. Introduction

Religion education is urgent for people of Indonesia. In official regulation (PP Republik Indonesia number 55, year 2007) about Religion Education and Religious Education it is mentioned that all kinds and levels of education are obliged to provide religion education to students at least in the form of subject of study. This education is defined

How to cite this article: Achmad Sultoni, (2021), "Multimedia Islamic Religious Education Based on Spiritual and Emotional Intelligence to Improve the Character of University Students" in *International Seminar on Language, Education, and Culture*, KnE Social Sciences, pages 1–8. DOI 10.18502/kss.v5i3.8516

Page 1

as education that gives knowledge and skill, and shapes the attitude and personality of students to be good people.

Religion education for Muslim is named Pendidikan Agama Islam (PAI) or Islam Religion Education (IRE) which is given in formal education from basic level to university. IRE in university generally is given to students in 3 hours of teaching time. The goal of IRE in university is to make students faithful, pious, and knowledgeable, have a noble character, and make Islam as the way of life (Tim Penyusun: 2010). Thus, it can be inferred that the focus of religion education, especially Islam Religious Education is mainly affective, related to attitude, moral, and behaviour.

In reality however, teaching of IRE in Universitas Negeri Malang focuses more on cognitive domain. Study of the textbook and Rencana Pembelajaran Semester (RPS) or Lesson Plan of IRE 2018 of UM showed that these topics tend to develop student knowledge. This finding agrees to the result of the interview to the majority of IRE lecturers which indicated that the teaching method they generally used were lecture, discussion, and presentation. Only three lecturers utilized videos designed deliberately to improve students' character.

The teaching of IRE in UM focusing to develop cognitive domain will create students with much knowledge of Islam. It, however, does not meet with the aim of IRE which focuses on improving students' character. This problem led to development of multi-media presentation of IRE based on spiritual and emotional intelligence as an effort to design teaching of IRE focused to affective domain.

Multimedia presentation is chosen as media of teaching IRE because it is fun for the students. It combines audio and visual media, provides simulation and visualization, accommodates different learning styles of students (Philips, 2013: 11), and allows users to design steps of teaching (Subrahmanian et al., 2009). Meanwhile, theory of spiritual and emotional intelligence is integrated in teaching IRE as an approach since the objective of the theory is to create a good human with noble character (Hawwa, 1999:2, Goleman, 2001:21, Zohar and Marshall, 2007:5).

In this research, the theory of spiritual and emotional intelligence is a combination between spiritual intelligence theory of Danah Zohar and Ian Marshall, emotional intelligence theory of Daniel Goleman, and *tazkiyatun nafs* theory of al-Ghazali. According to Zohar and Marshall (2007:4), spiritual intelligence is the intelligence related to meaning: to solve problems of meaning and value, to place actions in a wider meaning, and to assess one action or life-path in terms of meaning. For Goleman (1999:58), emotional intelligence consists of five abilities: self-awareness, self-regulation, internal motivation,

empathy, and social skills. While *tazkiyatun nafs* according to al-Ghazali (without year:77) is an effort to empty the soul from bad intentions and fill it with good character.

Previous research about utilizing multimedia in IRE teaching is abundant. However, the research was conducted in basic and middle education level. For example, effect of multimedia IRE in junior high school students (As'ari, 2017), the development of multimedia IRE in Elementary School using Luther method (Soleh et al., 2015:572), and the development of Interactive Multimedia of IRE in senior high school (Ramadhani and Muhtadi, 2018:9). Based on this explanation, it is urgent to study the effectiveness of the multimedia of IRE based on spiritual and emotional intelligence in improving the student character of UM, and the perception of students to the multimedia.

2. Method

This research uses a quantitative approach with type experimental research. As experimental research is divided into pre-experiment, quasi-experimental and actual experiment (Creswell, 2008: 167), pre experiment with one group pre-test – post-test is chosen as design of experiment. Subject of the experiment is one class consisting of 31 students of the Faculty of Mathematics and Natural Science of Universitas Negeri Malang in even semester 2018.

The topic of multimedia used in this research is "Etos Kuliah". The type of multimedia is presentation multimedia containing words, graphics, audio, and video (Subrahmanian et al., 2009). All these components were selected and arranged based on spiritual and emotional intelligence and the 12 principles of multimedia design by Richard E. Mayer (2009:266-268) to improve the character of students related to spirit in learning in university.

Data are collected through attitude scale and questionnaire. The attitude scale was designed to measure students' character in terms of their attitude toward learning in university. The form of attitude scale is Likert Scale with four options omitting neutral choice. The scale tested its validity and reliability through 80 students using *Factor Exploratory* and *Alpha Cronbach*. The result showed that the validity of the scale got a *Kaiser-Meyer-Olkin Measure* 0.733 with significance 0.000, and reliability score is 0.805. Both scores are categorized high. Result of the Likert scale was analysed with paired t- test.

3. Findings and Discussion

3.1. Findings

Using the SPSS, data of experiment both pre-test and post-test was processed, and the result is explained in the following. Begin with the descriptive statistic, Table 1 showed some important information about the experiment.

TABLE 1: Result of descriptive statistic.

Descriptive statistic	Result	
	Pre-test	**Post-test**
Number of sample (*N*)	31	31
Minimum score	42	47
Maximum score	56	64
Mean	49,71	53,65
Standard Deviation	3,52	4,70

Based on Table 1, the mean score of pre-test is 49,71 with standard deviation 3,52. The lowest score is 42, and 56 is the highest. The mean score of post-test increases to 53,65 with standard deviation 4,70. In more detail, 47 is the lowest score, and 64 is the highest.

This data was then tested for its normality using *Kolmogorov-Smirnov* method. If the level of significance (p-value) is higher than *alpha* 5%, the data is categorized distributed normally. Table 2 below contains the result.

TABLE 2: Result of normality data test.

Variable	*N*	*Kolmogorov-Smirnov Z*	Sig.	Conclusion
Pre-test	31	0.720	0.678	Distributed normally
Post-test	31	0.619	0.839	Distributed normally

Table 2 indicates that Kolmogorov-Smirnov test toward data of pre-test and post-test get a level of significance scores (p-value) more than 0,05. It means the data are distributed normally.

Since the data is normal, the next proper analysis is *paired t test*. This test is used to examine differences between pre-test and post-test scores. If the score of $t_{statistics}$ is greater than t_{table}, or the score of significance level (p-value) is lower than alpha 5%, the difference between scores of pre-test and post-test are significant. The result of paired t test is explained in Tables 3, 4, and 5.

Data of Table 5 show that the score of $t_{statistics}$ is 6,362 with level of significance (2-tailed) 0,000. Score of t_{table} at degree of freedom 31 and real degree 0,05 is 2,042. Thus,

TABLE 3: Paired samples statistics.

		Mean	N	Std. Deviation	Std. error mean
Pair 1	Pre-test	49.71	31	3.523	0.633
	Post-test	53.65	31	4.701	0.844

TABLE 4: Paired samples correlations.

		N	Correlation	Sig.
Pre-test and Post-test	31	0.684	0.000	

TABLE 5: Paired samples test.

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. error mean	95% Confidence interval of the difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	−3.935	3.444	0.619	−5.199	−2.672	−6.362	30	0.000

score of $t_{statistics} > t_{tabel}$, and score of significance (2-tailed) < 0,05. This result means that mean scores between pre-test and post-test are different significantly. According to data in Table 3, mean score of post-test is greater than mean score of pre-test, it can conclude that the multimedia of IRE can improve students' character.

Meanwhile, student perception toward the multimedia is described in Table 6. All respondents give their opinion to the multimedia at the end of the experiment.

TABLE 6: Result of student perception to the multimedia.

N	Minimum score	Maximum score	Mean	Conclusion
31	76	91	85.2	Good

Table 6 indicates that multimedia of IRE based on spiritual and emotional intelligence is considered good for teaching Islamic Religion Education. The average score is 85,2, with 76 as the lowest score, and 91 for the highest.

3.2. Discussion

The result of the experiment indicated that multimedia of IRE, based on spiritual and emotional intelligence, can improve student character as confirmed in the theory and other findings, that spiritual and emotional intelligence are closely related to good character. Charkhabi et al (2014:358) found that spiritual intelligence training for students at senior high school in Iran cut down mental illness, such as psychosomatic,

depression, aggression, paranoid and psychosis. Another research revealed that people (executives of government organizations) with high spiritual intelligence have a quality life (general wellbeing) higher than those with lower spiritual intelligence (Sing and Sinha, 2013:4). Meanwhile, study of senior managers showed that high emotional intelligence increased positive attitude to work, altruistic behaviour, and performance at work (Carmeli, 2003:788).

The effectiveness of the multimedia of IRE and positive response of students pointed out that multimedia is effective media to deliver material and gain the objective of teaching. Furthermore, now we live in the era where our life was saturated with multimedia (Farmer and Dalton, 2002:387). This research results reinforced previous research by Binder et al. (2015:154) which reported that multimedia usage along with a case-based learning approach improved student performance, and students also had a positive attitude to multimedia. In the context of religion education, the finding proved and confirmed previous study in teaching the Bible. Farmer and Dalton (2002:392) stated that multimedia modules improved understanding and memorizing significantly. In addition, the multimedia increased student willingness to learn and evoked a positive attitude.

The result of research also indicated that theory of spiritual and emotional intelligence can be integrated in multimedia for character education or self-development training. The good example of this topic is ESQ (Emotional and Spiritual Quotient) training led by Ary Ginanjar Agustian. This motivation training offers various programmes which utilize multimedia, loudspeaker, LCD projector and widescreen (https://esqtraining.com/). The ESQ training is stated as the right method to build character of students (Kasiyati and Budiarti, 2015:42), it can improve character (Kaddas et al., 2019:25), and many trainees gave very positive testimony on the training (https://esqtraining.com/testimony/).

4. Conclusion and Suggestion

Based on the result of the experiment, it can be concluded that the multimedia of IRE based on spiritual and emotional intelligence is effective to improve the students' character of Universitas Negeri Malang. In this context, character is measured from attitude toward an object of character. In terms of student perception, all students appreciate the multimedia as good media in teaching IRE.

References

[1] As'ari, H. (2017). *Pemanfaatan Sumber Belajar Berbasis Multimedia Dalam Pembelajaran Pendidikan Agama Islam di SMP Muhammadiyah Al-kautsar program khusus tahun ajaran 2016/2017*. (Undergraduate Thesis for Program Studi Pendidikan Agama Islam, Universitas Muhammadiyah Surakarta, 2017).

[2] Bider, I., *et al*. (2015). Simulating Apprenticeship Using Multimedia in Higher Education: A Case from the Information Systems Field. *Interactive Technology and Smart Education*, vol. 12, issue 2, pp. 137-154, **doi:10.1108/ITSE-04-2015-0004**.

[3] Carmeli, A. (2003). The Relationship between Emotional Intelligence and Work Attitudes, Behavior and Outcomes. *Journal of Managerial Psychology*, vol. 18, issue 8, pp. 788-813.

[4] Charkhabi, M., *et al*. (2014). The Effect of Spiritual Intelligence Training on the Indicators of Mental Health in Iranian Students: An Experimental Study. *Procedia - Social and Behavioral Sciences,* issue 159, pp. 355-358.

[5] Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.). New York: Sage Publications.

[6] Farmer, K. A. and Dalton, R. W. (2002). Using Multimedia Resources in Teaching the Bible. *Interpretation*, vol. 56, issue 4, pp. 387-397, **doi:10.1177/002096430005600405**.

[7] Al-Ghazali, A. H. M. (450-505 AH). *Ihya' 'Ulum al-Din.* Beirut: Dar al-Fikr.

[8] Goleman, D. (1999). *Emotional Intelligence, Kecerdasan Emosional: Mengapa EI Lebih Penting Daripada IQ*. Jakarta: PT. Gramedia Pustaka Utama.

[9] Goleman, D. (2001). *Kecerdasan Emosi Untuk Mencapai Puncak Prestasi*. Jakarta: Gramedia Pustaka Utama.

[10] Hawwa, S. (1999). *Mensucikan Jiwa: Konsep Tazkiyatun Nafs Terpadu.* Jakarta: Robbani Press.

[11] Kaddas, B., Yunus, M. and Nangku, A. (2019). Implementasi Training Emotional Spiritual Quotient (Esq) di Universitas Islam Makassar. *As-Shahabah*, *Jurnal Pendidikan dan Studi Islam*, vol. 5, issue 1, pp. 20-25.

[12] Kasiyati, S. B. and Budiarti, E. (2015). Membangun karakter mahasiswa melalui pelatihan ESQ guna meningkatkan kompetensi mahasiswa Untag Surabaya. *Jurnal Ilmu Ekonomi & Manajemen*, vol. 2, issue 2, pp. 42-47.

[13] Mayer, R. E. (2009). *Multimedia Learning.* New York: Cambridge University Press.

[14] Peraturan Pemerintah (PP) Republik Indonesia Nomor 55 Tahun 2007 tentang. *Pendidikan Agama dan Pendidikan Keagamaan*. Indonesia

[15] Philips, R. (2013). *The Developer's Handbook to Interactive Multimedia: A Practical Guide for Educational Applications*. New York: Routledge.

[16] Ramadhani, R. and Muhtadi, A. (2018). Development of Interactive Multimedia in Learning Islamic Education. *International Journal of Multicultural and Multireligious Understanding*, vol. 5, issue 6, pp. 9-15, **doi:10.18415/ijmmu.v5i6.488**.

[17] Singh, M. P. and Sinha, J. (2013). Impact of Spiritual Intelligence on Quality of Life. *International Journal of Scientific and Research Publications (IJSRP)*, vol. 3, issue 5, pp. 1-5.

[18] Soleh, R., Retnadi, E. and Tresnawati, D. (2015). Pengembangan multimedia pembelajaran pendidikan agama Islam dan budi pekerti kelas IV sekolah dasar menggunakan metode Luther. *Jurnal Algoritma Sekolah Tinggi Teknologi Garut*, vol. 12, issue 2, pp. 572-578.

[19] Subrahmanian V. S., Martinez, V. M. and Reforgiato, D. (2009). Multimedia Presentation Databases. In L. Liu and M. T. Özsu (Eds.), *Encyclopedia of Database Systems*. Boston: Springer.

[20] Penyusun, T. (2010). *Standar nasional pendidikan agama Islam pada perguruan tinggi umum.* Jakarta: Direktorat Pendidikan Tinggi Islam, Dirjen Diktis Kemenag RI.

[21] Zohar, D. and Marshall, I. (2007). *SQ: Memanfaatkan Kecerdasan Spiritual Dalam Berpikir Integralistik Dan Holistik Untuk Memaknai Kehidupan*. Bandung: Mizan.