



JEROLD E. KEMP MODEL LEARNING DESIGN BASED ON MULTIMEDIA IN QUR'AN HADITH LESSONS

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Abstract

The purpose of this research is to achieve an effective and efficient learning design in accordance with the planning and learning stages. The rapid evolution of the era of computer science will have an impact on all aspects, including aspects of education so that teachers are expected to be able to use multimedia technology in the learning process. This article also hopes that teachers can create effective and efficient learning projects using Jerold E. Kemp's learning model. The method used in writing this research is Classroom Action Research or Action Research, by applying the Jerold E. Kemp multimedia-based learning model to increase student interest in learning for class VII students and increase the diversity of learning models at MTs Assalam Peundeuy. The results show that the use of the Jerold E model Multimedia-based camps can increase the demands of learning in each cycle. seen from the pre-cycle data of 63.50% increased to 70.00% in the first cycle and increased to 82.00% in the second cycle.

Keywords: Learning of Al-Qur'an Hadits, Model Jerold E. Kemp, Multimedia

Abstrak

Tujuan dari artikel ini adalah untuk mencapai desain pembelajaran yang efektif dan efisien sesuai dengan tahapan perencanaan dan pembelajaran. Pesatnya evolusi era ilmu komputer akan berdampak pada semua aspek, termasuk aspek pendidikan, sehingga guru diharapkan mampu menggunakan teknologi multimedia dalam proses pembelajaran. Artikel ini juga mengharapkan guru dapat membuat model pembelajaran yang efektif dan efisien dengan menggunakan model pembelajaran Jerold E. Kemp. Metode yang digunakan dalam penulisan penelitian ini adalah Penelitian Tindakan Kelas atau Action Research, dengan menerapkan model pembelajaran berbasis multimedia Jerold E. Kemp untuk meningkatkan minat belajar siswa kelas VII serta meningkatkan keragaman model pembelajaran di Mts Assalam Peundeuy, Hasil penelitian menunjukkan bahwa penggunaan model Jerold E. Kemp berbasis multimedia dapat meningkatkan tuntutan belajar pada setiap siklusnya. dilihat dari data pra siklus sebesar 63,50% meningkat menjadi 70,00% pada siklus I dan meningkat menjadi 82,00% pada siklus II.

Kata Kunci: Pembelajaran Al-Quran Hadits, Model Jerold E. Kemp, Multimedia

INTRODUCTION

Science and technology when developing very rapidly is a sign of various advances in all walks of life that do not escape the demands of providing suitable technology to improve the activities of educating students in facilitating learning.¹ Educators act as directors in the process of student improvement activities and as facilitators of learning that demand more opportunities. Learning is a planned, deliberate, and controlled effort to others or to teach others the following relatively stable transformations.²

Learning is a set of activities performed to help students interact with learning, remembering events that are part of the internal chain of events that students experience.³ Individual or group teachers who have the appropriate skills and competencies can design and develop learning resources.⁴ Learning does not have to be led by educational technology or a team of experts in a particular field. Because learning is a natural path or method that causes changes in what is already known and can be done, as well as how to behave. However, one of the functions of the education system is to facilitate the achievement of learning goals.⁵

The role of teachers in educational activities is very important. Education, teaching, and training are the duties of the teacher profession. Educate by continuing and developing the values of life. Teaching by continuing and developing science and technology. During training, develop student skills.⁶ To ensure effective and efficient learning with the best results, it is important to show staff is directly involved in the learning cycle. In this situation, it is necessary to show staff to create a strong and open learning environment by adapting students to be dynamic and similar in the teaching and learning process to achieve the school's value goals.⁷

Teachers should focus on learning models that are in accordance with the conditions and quality of learners' learning styles during learning interactions so that learning can be effective and achieve learning goals. One of the educational institutions of SMP Negeri 3

¹ Abdul Azis, Reem Abou-Samra, dan Andika Aprilianto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 60–76, <https://doi.org/10.31538/tijie.v3i1.114>; Shing-lung Chen dan Yeu-Ting Liu, "Learning by designing or learning by playing? A comparative study of the effects of game-based learning on learning motivation and on short-term and long-term conversational gains," *Interactive Learning Environments* 0, no. 0 (6 Agustus 2021): 1–15, <https://doi.org/10.1080/10494820.2021.1961159>.

² Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan* (Kencana, 2004).

³ Putu Agus Windu Yasa Bukian dan I. Wayan Sujana, "Yoga Asanas as an Effort to Reduce Anxiety on Online Learning During Pandemic in Stikes Buleleng Students," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 5, no. 1 (31 Januari 2022): 56–62, <https://doi.org/10.31538/almada.v5i1.1870>; Oguzhan Dalkiran, Fatma Eryigit, dan Soner Sivri, "Comparison of the Effects of Constructivist Learning on Cognitive, Affective and Psychomotor Fields Applied in Physical Education Courses," *African Educational Research Journal* 8 (Oktober 2020): 327–34.

⁴ Haidir Haidir, Muhammad Arizki, dan Miftah Fariz, "An Innovation of Islamic Religious Education in The Era of The Industrial Revolution 4.0 in Elementary School," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (9 November 2021): 720–34, <https://doi.org/10.31538/nzh.v4i3.1688>.

⁵ Robert M. Gagne dkk., "Principles of Instructional Design, 5th Edition," *Performance Improvement* 44, no. 2 (2005): 44–46, <https://doi.org/10.1002/pfi.4140440211>.

⁶ Moh Uzer Usman, *Menjadi guru profesional* (Remaja Rosdakarya, 1999).

⁷ Nilda Nilda, Hifza Hifza, dan Ubabuddin Ubabuddin, "Peran Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam Sekolah Dasar," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 1 (25 April 2020): 12–18; Bahroin Budiya, "Manajemen Pengelolaan Kelas Masa Pandemi Di SD Ta'miriyah Surabaya," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (29 Mei 2021): 50–54, <https://doi.org/10.54069/attadrib.v4i1.129>.

Peundeuy which uses the Jerold E. Kemp learning model in the learning interaction of Madrasah Aliyah, provides direction to students to build learning inspiration.⁸

While learning media plays an important role in educational interaction, there are different types of learning media introductions, including design, slides, photos, and the use of computer innovation. Educational media that use computer media plays an important role in the transmission, storage, and processing of data, making educational interactions informative, possible and efficient.⁹ Benefits are needed to attract students' attention and facilitate their understanding of the material.¹⁰ Science designed according to human learning can provide better results.

Student-oriented learning can be done to create a learning system that allows students to have the ability to make learning more interesting, interactive, and varied. Students must have competencies for their future. Along with utilizing the development of technology and the infrastructure that comes with it, efforts to improve the quality of learning can be done by utilizing these technologies in a system called online learning.¹¹

Learning is a process that occurs in a person who changes his behavior, both in thinking, acting, and acting. Structured learning models have different principles or theories.¹² Experts provide the construction of learning models based on the principles of psychological learning theory, sociological, system analysis, and other correct theories. JEROLD E. KEM of California State University in Sanjose Kemp was the first to develop an instructional design model for education. A model developed by Kemp directs learners on how to think about learning goals and common problems.¹³ Jerold E. Kemp's learning model creates a circle or cycle in the learning system, which indicates an ongoing process. This model belongs to the taxonomy of models oriented towards individual and classical learning.¹⁴

One of the subjects of Islamic teachings taught in madrasah Tsanawiyah is the Qur'an Hadith, which is a field of Islamic studies that explores the understanding of the nature of the Qur'an and Hadith. With this material, students should have the choice to understand and worship the Qur'an and Hadith as guidelines in their lives that should be bound wherever and whenever they are.

⁸ RAHMATULLAH RAHMATULLAH, "Implementasi Model Pembelajaran Jerold E. Kemp Dalam Meningkatkan Motivasi Belajar Peserta Didik Pada Mata Pelajaran Pai Kelas Viii.a Smp Negeri 3 Sinjai Timur Kab. Sinjai" (diploma, INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI, 2018), <http://repository.iaimsinjai.ac.id/id/eprint/233/>.

⁹ Mustika Mustika, Eka Prasetya Adhy Sugara, dan Maissy Pratiwi, "Pengembangan Media Pembelajaran Interaktif dengan Menggunakan Metode Multimedia Development Life Cycle," *Jurnal Online Informatika* 2, no. 2 (6 Januari 2018): 121, <https://doi.org/10.15575/join.v2i2.139>.

¹⁰ Agus Eko Purwanto, Nova Susanti, dan Menza Hendri, "Studi Perbandingan Hasil Belajar Siswa Menggunakan Media Phet Simulations Dengan Alat Peraga Pada Pokok Bahasan Listrik Magnet Di Kelas Ix Smpn 12 Kabupaten Tebo," *EduFisika* 1, no. 1 (15 Juni 2016), <https://doi.org/10.22437/edufisika.v1i1.2954>.

¹¹ Anik Zakariyah dan Abdulloh Hamid, "Kolaborasi Peran Orang Tua dan Guru dalam Pembelajaran Pendidikan Agama Islam Berbasis Online di Rumah," *Intizar* 26, no. 1 (1 Juli 2020): 17–26, <https://doi.org/10.19109/intizar.v26i1.5892>.

¹² W. Gulo, *Strategi Belajar Mengajar (Cover Baru)* (Jakarta: Grasindo, 2008).

¹³ Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* (Raja Grafindo Persada, 2016).

¹⁴ Fatmawarni Fatmawarni dan Dinda Nurazli Chania, "Pengaruh Model Pembelajaran Jerold E.Kemp Terhadap Hasil Belajar Manajemen Keuangan Pada Program Studi Pendidikan Akuntansi Fkip Umsu Tahun Akademik 2019/2020," *LLABILITIES (JURNAL PENDIDIKAN AKUNTANSI)* 3, no. 3 (25 Desember 2020): 195–205, <https://doi.org/10.30596/liabilities.v3i3.5821>.

In this case, similar to the learning observations at Assalam Peundeuy Madrasah tsanawiyah during the Covid-19 pandemic conducted online and offline, for students to be interested and active in the learning process, teachers are needed to encourage and develop all their abilities and skills, desires. Teachers have made efforts to keep students interested and active in the learning process, especially regarding the subjects of the Qur'anic hadith, but in fact there are still students in the learning process who are less interested in lessons, especially in class VII, as seen from the student's behavior as follows: 1) When the teacher explains the lesson, there are students who are allowed to leave the classroom. 2) In the learning process, there are students who do not pay attention and talk to their voices. 2) Most of the students out there who don't have a job on assignments

Measuring student achievement is very important because it will be evidence of the success of the learning process. Success can be achieved in several supporting aspects, including: the existence of clear goals to be achieved, the existence of learning materials that will be developed, the implementation of continuous learning activities, and the implementation of evaluations in learning.¹⁵

Based on the results of observations that the interest in learning learners is still low in the subjects of the Qur'an Hadith will affect student learning achievements that tend to decline. So that various ways are needed to solve the problem, one of which is the Jerold E. Kemp learning model to increase students' interest in science, especially in the 7th grade at Mts Assalam. Research using Jerrold E. Kemp's learning design model on Qur'anic subjects and hadith in order to increase students' interest in Madrasah Tsanawiyah 7th grade Assalam Peundeuy District Peundeuy Garut Regency.

RESEARCH METHODS

Research conducted using classroom action research is an activity of observing student learning as an activity that is deliberately triggered and occurs together in the classroom. Teachers give students an action or direction they should take.¹⁶ Closely related to the daily problems experienced by teachers during the learning process, classroom activity research is a form of reflective research by performing predetermined actions.¹⁷

Research samples and a class of this from the actions carried out in Mts Assalam Peundeuy District Peundeuy Garut Regency, with a time of 2 months starting from March-May 2021. Research makes teachers of the Qur'an and Hadith class VII Mts Assalam Peundeuy District multimedia learning, or learning model using Jerold E.Kemp is a model that takes priority of the flow to be used as a guideline for program planning. A pipeline is a systematic circuit that connects the objective with the assessment phase. In order

¹⁵ Prastio Surya dan Muhammad Husnur Rofiq, "Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul Amanah Pacet Mojokerto," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (4 Agustus 2021): 31–37, <https://doi.org/10.31538/munaddhomah.v2i1.65>; Dinda Zulaikhah, Akhmad Sirojuddin, dan Andika Aprilianto, "Analisis Pembelajaran Pendidikan Agama Islam Kurikulum 2013 Bagi Anak Berkebutuhan Khusus," *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (2020): 54–71, <https://doi.org/10.31538/tjie.v1i1.6>.

¹⁶ Suharsimi Arikunto, *Prosedur penelitian: suatu pendekatan praktik* (PT. Bina Aksara, Jakarta, 1983).

¹⁷ Muhammad Yaumi, *Action Research: Teori, model dan aplikasinya* (Prenada Media, 2016).

to increase student interest in the 7th grade of Quran Hadith subjects in Mts Assalam Peundeuy Peundeuy district.

The study consisted of three learning cycles. In this case it is explained as follows: a) Pre-Cycle, which is to make observations before applying the Jerold E. Kemp multimedia learning model, where teachers still use old methods, sometimes woven with questions and answers and discussions. b) Cycle I is the beginning of the implementation of the Jerold E. Kemp multimedia learning model accompanied by the analysis of weaknesses and its evaluation in the next cycle. c) SiklusII is the end result of the application of the Jerold E. Kemp multimedia learning model, data analysis is determined using the cyclic presentation presented in the graph.¹⁸

This class of follow-up research uses the Kemmis model and Taggart model, which are divided into the following stages:

Planning: The initial stages of curriculum implementation planning are understanding core competencies and teaching books, preparing teaching materials, and compiling RPP syllabuses (RPCs), test kits, and teacher and student observation tools to be used as data collection tools at the time of action. In the Second Stage, the Master compiles technical instructions for the implementation of learning design activities using the Jerold E. Kemp model, at the first meeting, the learning of class performance begins. The Third Stage Applies some changes to the learning process, especially when the learning project model from Jerold E. Kemp is applied. Stage Four, Stage Five Develops a summary of teaching materials for each subject. The Last Stage Prepares questions for testing.

Action: *The teacher* sends teaching materials related to the material being taught. *The researcher* explained the learning design scheme of the Jerold E. Kemp model and the steps of its application. In providing teaching materials, it is very important to provide perception before explaining the material so that they want to know the extent to which students understand the material. Know the characteristics of students to determine indicators of learning outcome achievement. Select a learning resource/tool to determine learning activities. Determine the results of the learning test. Assess test results and assess the progress of student learning. Then submit the final test to find out the success rate in each learning activity carried out

Observation: *At* this stage, the researcher begins to collect documentation of the learning process, conditions, and aspects that arise and grow during the activity. The results of observation become the basis for reflection by making further concepts. In addition to looking at the learning process that took place, and this, what happened, will be explained. The main aspect assessed is something related to the development of student activities in the learning process.

Reflection: At this stage, the researchers describe and assess to determine whether it is planned by applying appropriate measures after analyzing the data, the process and if it has been implemented properly but when it occurs a deficiency, which makes, the results do not become optimal, then you need to evaluate with a plan to improve the maximum results.

The results of observation and reflection will be used as the basis for planning these activities ahead of the cycle so that the steps in each cycle will differ depending on the

¹⁸ James McKernan, *Curriculum Action Research: A Handbook of Methods and Resources for the Reflective Practitioner* (Psychology Press, 1996).

deviations that existed in the previous cycle. From this difference in the form of variations in multimedia materials as well as the use of tools and others.

In this activity, the data used by researchers is quantitative and qualitative data. Quantitative data analysis is used to process the data of each cycle related to the percentage increase in the value of learning outcomes. Qualitative data analysis is used to analyze data from field records and document records when conducting research.

RESULTS AND DISCUSSION

Below shows the data before the application based on the multimedia Teaching model Jerold E. Kemp in order to increase interest in the science of students of class VII MTs Assalam Peundeuy District Peundeuy Garut Regency made the first data observation. The researcher made observations, the results of which can be seen in the table below.

Table 1
Observation before learning from the Jerold E. Kemp Model

Day, Date: Monday, 22 March 2021

Material: Achieving the pleasure of Allah through the attitude of giving and staying away from miserly nature.
Class VII

No	Activities	Observation Results	
		Yes	Not
1	Teachers determine learning materials and objectives	V	
2	The teacher observes the characteristics of the students		V
3	The teacher sets a specific goal		V
4	The teacher determines the learning material	V	
5	Prepare for the entrance test		V
6	Identify learning resources and teaching and learning activities	V	
7	Sync learning facilities		V
8	The teacher judged.		V
	Sum	3	5

The initial results can be seen by the teacher preparing teaching materials. Achieving God's pleasure through giving and avoiding greed is no benefit from the Jerold E. Kemp Teaching Model. Likewise, the focus of learners toward teachers during the lesson is still low can be seen in the table before the application of the Jerold E. Kemp learning model.

Table 2. Interest data of previous 7th graders
Application of model (pre-cycle) *Jerold E. Kemp* Model

No	Student Observation	Response options				Total frequency
		A	B	C	D	
1	Students arrive early	4	55	11	0	20
2	Students sit quietly	3	5	12	0	20
3	Students pay attention to the teacher	4	3	13	0	20
4	Students are serious and focused	2	7	11	0	20

5	Students are active and enthusiastic	3	5	12	0	20
6	Students do assignments	4	4	12	0	20
7	Students do self-tasking	3	3	14	9	20
8	Student grades increase	4	4	12	0	20
9	Students do not enter and exit.	2	3	15	0	20
10	Students never skip school.	0	7	13	0	20
	Quantity	29	46	125	0	200
	Presentation'	14,5	23	63,5	14,5	100

Before the implementation of the Jerold E. Kemp learning model, the observation that student learning interest was still low, namely a score of 63.5% and learning outcomes were still low 36.005% of these results were still not good considering that there are still many students who do not know KKM. After applying this model to the material likes to give and avoid stinginess in Jerold E. Kemp Cycle I Learning Model in reaching the blessing of God material, students interest in learning increased to 70.00% thanks to the information that 9 students graduated from school. Wherever possible 20 students (≥ 70) or 45 0.00%, while 11 students actually did not reach the specified KKM, as the full information in table 3 below:

Table 3. Cycle 1 student learning outcomes

Achievement	Cycle I result data
Highest Value	82
Lowest Value	45
Average value	63,50%
Completed	9 students
Unfinished	11 students
Completeness of Learning results	70%

Along with the exam results, it turns out that the information in the primary cycle is still a lot of students who try to ignore the subject matter because students who enter KKM are still below 75%. The data of cycle II results shows an increase in student learning interest reaching 80% because students achieve learning outcomes to 82% of students who have reached the KKM (≥ 70) limit, as seen in the following table.

Table 4. Cycle II Student Learning Outcomes

Achievement	Cycle result 2
Highest Value	90
Lowest Value	63
Average value	76,5%
Completed	17 Students
Not Completed	3 Students
Completeness of Learning results	82,00%

With the number of students who have reached KKM (70) as many as 17 students and 3 students who have not graduated. Thus, from the researcher's notes on cycle II, students focus on the learning process, and the condition of the students in the classroom is better than in cycle I.

The results of the completion of teaching and learning students reached 82.00%, almost all students scored well and have achieved the same indicator of success as KKM (≥ 70). Until the cycle is over. Therefore, researchers concluded that Jerrold E. Kemp's learning model can increase learning interest among students of 7 classes in hadith Quran subjects at MTS. Assalam Peundeuy, so that learning outcomes can improve for the better. In the development of science, there are several learning design models related to the system approach, including models developed by Jerrold E. Kemp,¹⁹ Dick Walter, and Lou Carey²⁰, and Model I Nyoman Sudana Degeng and many others.

The Kemp model is the model that creates a cycle. As Kemp points out, the development of a learning system consists of components shaped by requirements, goals, and other obstacles that arise.²¹ The Kemp model is not complete with which components the instructor must start the repair cycle. Develop an educational framework, according to Kemp, from anywhere, because the demand for the segment does not change and each section expects the change to produce the best results. Thus, this Kemp model is a fully configurable model.²²

When creating a hadith Qur'anic lesson, you can use an existing model, either by combining or using your own model. The use of a model is impractical, meaning that not all are suitable for all learning conditions. The definition and use of learning design models to support the learning of the Qur'an Hadith must be changed according to adaptation needs, learning conditions, and normal learning outcomes. The achievement of the results of learning the Qur'an Hadith is guided by reliable development facilities to ensure the results of quality Qur'anic Hadith learning.²³

The stages for developing a structure for learning the Qur'an hadith subjects using the Jerrold E. Kemp Model according to Rusman consist of eight stages, namely:²⁴

First, build a general instructional that is a goal to be achieved in teaching that is relevant for discussion. *Second* Analyze the characteristics of the students. The analysis is needed to determine whether the educational and socio-cultural background of the participant students claims to follow the program and the steps that need to be taken. *Third* Determine instructional and structural details, this will allow students to know what to do, how to do it, and the size they have successfully done. For teachers, the formula that will be useful in preparing for the aptitude or success test and for the selection of teaching materials or

¹⁹ Jerrold E. Kemp dan George W. Cochern, *Planning for Effective Technical Training: A Guide for Instructors and Trainers* (Educational Technology, 1994).

²⁰ Walter Dick dan Lou M. Carey, "Needs Assessment and Instructional Design," *Educational Technology* 17, no. 11 (1977): 53–59.

²¹ Novita Loma Sahertian dkk., "Penerapan Model Pembelajaran Jerrold E KEM Di SMP Hanuru," *Jurnal Pendidikan Agama Kristen (JUPAK)* 1, no. 2 (16 Juni 2021): 161–86, <https://doi.org/10.52489/jupak.v2i1.26>.

²² Hamdani, *Strategi belajar mengajar* (Jakarta: Pustaka Setia, 2011).

²³ Sudarmaji Sudarmaji dan Muhammad Anas Maarif, "Pembelajaran Al-Qur'an Hadist Melalui Model Accelerated Learning," *Al-Tarbiyah Al-Haditsah: Jurnal Pendidikan Islam* 6, no. 2 (2021): 66–84.

²⁴ Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*.

materials is appropriate. *Fourth* Determine the teaching material or material in accordance with the specific learning goals (indicators) that have been formulated. The problem that teachers often face is that there are so many lessons that need to be taught in a limited time. Likewise, it also raises the difficulty in organizing materials or teaching materials to be presented to the participating students.

In this case, the teachers necessary in selecting and sorting educational resources, materials, media, and learning procedures will be used. What is the beginning of the test (pretest/evaluation)? It is necessary to determine the scope of knowledge of the student before participating in the meeting the learning conditions necessary to carry out the learning program, which will be implemented.

This allows the teacher to choose. Materials are needed without anything unnecessary so that students do not get bored. Identify learning strategies, media, and educational resources. The general criteria for choosing a learning strategy that is in accordance with the goals (indicators) of learning that have been set are efficiency, effectiveness, economy, and practicality, through alternative analysis. Coordinate supporting facilities that include costs, facilities, equipment, time, and manpower. Make an assessment. This assessment is indispensable to control and evaluate the overall success of the program i.e. students, curriculum, evaluation tools (tests), and methods or strategies used.

CONCLUSION

Based on the disclosure of the analysis, researchers can summarize the results of the study as follows: (1) The application of the Jerold E. Kemp multimedia learning model in class VII students of the Qur'an Hadith subject MTs Assalam Peundeuy District Peundeuy Garut Regency has been implemented with good results indicated by an increase in each cycle before the cycle by 63.50%, up to 70.00% in the first cycle and up to 82.00% in the second cycle. (2) The use of Jerold E. Kemp's multimedia learning model can increase the interest of 7th-grade students in the subjects of the Qur'an Hadith at MTs Assalam Peundeuy District Peundeuy Garut Regency so that it has an impact on the academic achievement of students with a final score of 17 students can reach the KKM (≥ 70) limit with the completion of the study presentation of 82.00%.

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