BELA H. BANATHY LEARNING DESIGN MODEL BASED ON INTERACTIVE MULTIMEDIA AT MADRASAH IBTIDA'IYAH MA'ARIF KETEGAN

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ABSTRAK

Tujuan dari adanya penelitian ini adalah untuk mengetahui konsep desain pembelajaran model Bela H. Banathy, selain itu untuk melihat kelebihan serta kekurangan desain pembelajaran model Bela H. Banathy. Penelitian ini menggunakan metode kualitatif. Teknik pengumpulan data dengan menggunakan teknik wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa model Bela H. Banathy berorientasi pada hasil pembelajaran. Pendekatan yang digunakan adalah pendekatan yang didasarkan pada kenyataan bahwa kegiatan pembelajaran merupakan suatu hal yang kompleks, yang terdiri atas beberapa komponen yang saling terintegrasi satu sama lain dengan baik untuk mencapai hasil yang sebaik-baiknya, yang demikian dapat disebut dengan pendekatan sistem. Selain itu terdapat beberapa kelebihan dan kekurangan pada model Bela H. Banathy. Kelebihannya antara lain mampu merumuskan dan menganalisis tujuan secara spesifik, mengembangan kriteria tes berdasarkan tujuan yang telah dirumuskan, menganalisis kemampuan awal peserta didik, mengadakan hasil evaluasi perbaikan. Sedangkan kelemahannya adalah sedikit langkah sehingga dikhawatirkan tidak efisien.

Kata Kunci: Desain Pembelajaran, Model Bela H. Banathy dan Multimedia Interaktif

ABSTRACT

The purpose of this research is to know the concept of learning design of Bela H. Banathy model, in addition to seeing the advantages and disadvantages of learning design of Bela H. Banathy model. This study uses a qualitative method. Data collection techniques using interview techniques, observation and documentation. The results showed that the Bela H. Banathy model was oriented towards learning outcomes. The approach used is an approach based on the fact that learning activities are complex, consisting of several components that are well integrated with each other to achieve the best results, which can be called a systems approach. In addition, there are several advantages and disadvantages to the Bela H. Banathy model. Its advantages include being able to formulate and analyze specific goals, develop criteria based on formulated tests, analyze students' initial abilities, and evaluate improvements. While the weakness is a little so it is feared inefficient.

Keywords*: Learning Design, Bela H. Banathy Model and Interactive Multimedia*

A. INTRODUCTION

Designing a learning before carrying out teaching and learning activities is very important to do, because by making a learning plan can realize learning activities well and in accordance with the expected goals. The hope that will be achieved is that the learners will understand the material or information conveyed. This is not much different from the meaning of compiling a learning design.[1] Learning design is a conceptual framework that includes the entire systematic process of organizing learning experiences that serve as guidelines for learning designers and teachers in planning and carrying out learning activities.[2]

Not all learning activities can run conductively, as well as not all

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[1] Samrin Samrin, "Dasar Perencanaan Sistem Pembelajaran Pendidikan Agama Islam," *Shautut Tarbiyah* 21, no. 1 (2015): 128–144.

[2] (Najib, 2021)

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learners can receive the material or information that the teacher conveys, because basically the learning style of each learner has differences. Some have a learning style with circumstances that must be calm and conducive, some must be accompanied by musical accompaniment, some require video views and so on. However, in general, the average learning style of learners there are three types, including visual learning style, auditory learning style and kinesthetic learning style.[3] The role of a teacher in learning activities is very important. The task of the teacher profession is inseparable from the activities of educating, training and teaching. Educating with the meaning of continuing and developing the values of life. Train with the meaning of developing the skills or potential of learners, and teaching with the meaning of transferring knowledge. While training by developing the skills of learners.[4]

Learning design that is arranged adjusts the subjects taken, because each subject has a different learning design. In this study the subjects that will be explained are the design in fiqh subjects.[5] Fiqh is included in the section of Islamic Religious Education (PAI) subjects. In the subject of fiqh has the goal that learners are able to increase spiritual values, form noble morals, have strong faith and always obey His commands and stay away from His prohibitions.[6] The learning process will be realized well when the learning model is applied in accordance with the material to be delivered. In order for the subject matter to be conveyed properly and learners more easily understand it, an educator must master the material well and be skilled in choosing and using the right learning model, in accordance with the material to be taught and

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[3] Luk Luk Nur Mufidah, "Memahami Gaya Belajar Untuk Meningkatkan Potensi Anak," *Martabat: Jurnal Perempuan dan Anak* 1, no. 2 (2017).

[4] Ahmad Muzakki et al., "Desain Pembelajaran Model ASSURE Berbasis Multimedia Pada Mata Pelajaran Al-Qur'an Hadits," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (2021): 149.

[5] NAJIB, "IMPLEMENTASI MODEL PEMBELAJARAN E-LEARNING DALAM PEMBELAJARAN FIQIH DI MAN 2 TULUNGAGUNG."

[6] Karima Indah Riyati, Fathurrahman Alfa, and Indhra Musthofa, "MODEL PEMBELAJARAN FIQIH BERBASIS KITAB KUNING DI MADRASAH TSANAWIYAH DARUN NAJAH KARANGPLOSO," *Vicratina: Jurnal Pendidikan Islam* 5, no. 5 (2020): 109–117.

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the situation at best.[7]

There are several learning models that can be used including the Bella H model.Banathy, Briggs, Jerrold E.Kemp, Dick and Carrey and so on.[8] In this study the learning model used is the Bela H. Banathy model. In addition to the learning model, learning media also plays an important role in the learning process needed to attract attention and facilitate learners in understanding information and materials.[9] There are several kinds of presentations, among others, in the form of graphics, slides, photos, or other computer technology-based. Learning media that utilize computer media plays a role in processing, storing and distributing information.[10] In this study choose to use interactive multimedia, because the use of interactive multimedia-based learning media is oriented to learners so that the learning carried out allows learners to have the ability to learn more effectively, interactively and variedly.[11]

Several studies related to the interactive multimedia have previously been widely conducted, including research conducted by Gunawan et al related to the influence of interactive multimedia and learning styles on the mastery of concepts in learners resulting in that mastery of the concept of learners who use interactive multimedia while learning on average is higher compared to learners who learn without

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[7] Nia Yunita, "Pengaruh Penerapan Model Pembelajaran Contextual Teaching and Learning (CTL) Terhadap Pemahaman Metakognisi Peserta Didik Pada Pembelajaran Fiqih DiMTsN 1 Makassar" (Universitas Islam Negeri Alauddin Makassar, 2018).

[8] Arif Wahyudi, "The Methodology of Development for Learning Implementation Planning in The Industrial Era 4.0," *Edukasi* 8, no. 1 (2020): 155–165.

[9] Agus Eko Purwanto, Nova Susanti, and 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: Jurnal Pendidikan Fisika* 1, no. 1 (2016).

[10] Mustika Mustika, Eka Prasetya Adhy Sugara, and Maissy Pratiwi, "Pengembangan Media Pembelajaran Interaktif Dengan Menggunakan Metode Multimedia Development Life Cycle," *Jurnal Online Informatika* 2, no. 2 (2018): 121–126.

[11] Ika Wahyu Nurdiana and Husniyatus Salamah Zainiyati, "Pengembangan Media Pembelajaran Mobile Learning Berbasis Android Pada Mata Pelajaran Al Quran Hadits Kelas IV Di MI Hidayatul Ulum," *EDUDEENA: Journal of Islamic Religious Education* 4, no. 2 (2020): 115–124.

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interactive multimedia.[12] Subsequent research was conducted by Mustika et al on the development of interactive learning media using the multimedia development life cycle (MDLC) method which states that the test results of all MDLC indicators are said to be good.[13] The development of interactive learning multimedia with the Bela H. Banathy model on science subjects conducted by Dwijayanti et al resulted in that the use of interactive multimedia can have an impact on students' grades, after the use of average grade media obtained higher than before media use.[14]

Besides that, several studies related to the Bela H.Banathy model has also been carried out previously, including: research on the design of the Bela H.Banathy model development for integrated learning of Indonesian lessons conducted by Liana and Silitonga.[15] Research by Prasetia and Rosida entitled PAI learning design at MAN Surabaya City after the covid-19 pandemic .[16] As the studies mentioned above, the research raised with the theme of design learning fiqh model Bela H. Banathy-based interactive multimedia has not done much. The distinguishes this research from previous studies is that this research focuses to find out the learning design model of Bela H. Banathy designed at Madrasah Ibtidaiyah Maarif Ketegan precisely on the subjects of fiqh, in addition to seeing the advantages and disadvantages of the Bella H .Banathy learning model.

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[12] G Gunawan, A Harjono, and I Imran, "Pengaruh Multimedia Interaktif Dan Gaya Belajar Terhadap Penguasaan Konsep Kalor Siswa," *Jurnal Pendidikan Fisika Indonesia* 12, no. 2 (2016): 118–125.

[13] Mustika, Sugara, and Pratiwi, "Pengembangan Media Pembelajaran Interaktif Dengan Menggunakan Metode Multimedia Development Life Cycle."

[14] Ni Md Dwijayanti, I Wyn Romi Sudhita, and L Pt Putrini Mahadewi, "Pengembangan Multimedia Pembelajaran Interaktif Dengan Model Banathy Pada Mata Pelajaran IPA Siswa Kelas VII," *e-Jurnal Edutech Universitas Pendidikan Ganesha* 2, no. 1 (2014): 1–11.

[15] Liana and Immanuel Silitonga, "Desain Pengembangan Model Bela Banathy Terhadap Pembelajaran Terpadu Pelajaran Bahasa Indonesia," *Jurnal Basicedu* 5, no. 5 (2021): 4377–4383.

[16] Senata Adi Prasetia and Nur Rosida, "Desain Pembelajaran PAI Di MAN Kota Surabaya Pasca Pandemi Covid-19," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 7, no. 1 (2022): 60.

B. REVIEW OF LITERATURE
Bela H. Banathy Model

Bela H. Banathy model is a success-oriented model in achieving learning goals, but success-oriented learning here uses more system approaches, which is meant by a system approach is an approach that prioritizes a very complex teaching and learning activity. Based on several components that exist must fill each other, there is cooperation to create perfect success in a learning. The design steps of model Bela H. Banathy as follows :[17]

1. Formulating Objectives, the first step that must be done is to design a goal, namely notification of the learning outcome experience that expresses an expectation of student learning that will be known, done, and felt as a learning outcome. The purpose of learning is also a statement about the desired conditions after learning through the learning process. This condition is also called learning outcomes. [18]

2. Developing Tests, In this step is a test developed based on the purpose used and desired to determine the expertise of an expectation to be obtained in achieving the results of a learning.[19] Test development deserves the ability to measure the achievement of learning outcomes that are tailored to the goals that have been set.

3. Analyzing the Learning Task is analyzing the series of activities that learners will undertake during the learning process. In preparing a series of activities we must also consider the initial knowledge of learners. In this step what is formulated must be studied so as to show what kind of behavior is indicated in the goals that have been formulated. In this activity the initial learning ability of learners must be analyzed and assessed because they do not need to learn what they have been able or mastered.

4. Develop a Learning System (Design System). The next step is to develop alternatives and identify what needs to be done to ensure

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[17] Bela H Banathy, *Instructional System* (Belmont, CA: Pearson Publisher, 1968).

[18] Wahyudi, "The Methodology of Development for Learning Implementation Planning in The Industrial Era 4.0."

[19] Putri Khoerunnisa and Syifa Masyhuril Aqwal, "Analisis Model-Model Pembelajaran," *Fondatia* 4, no. 1 (2020): 1–27.

that learners can master the activities to be analyzed in the third activity. In addition, it is also necessary to determine who has the best potential to achieve the functions that must be carried out and determine when and where these functions should be performed.[20]

5. Carry out Activities and Carry out Results Tests (Implement and Test Output). In this framework the system that has been designed can be tested and implemented. What learners can do as a result of implementing the system should be assessed so that they can know how far they have behaved as intended in the formulation of objectives.[21]

6. Make Improvements (Change to Improve). The results obtained from the evaluation then become feedback for the whole system so that changes if needed can be made in an effort to improve learning.

Interactive Multimedia

Multimedia is an intermediary or means that can be used as a media of information distribution, a driver of the will of learners, as well as the stimulater of the mind, spirit and appeal of learners.[22] Multimedia is also defined as a combination of several media that unite several components in the form of text, video and audio. Then put together in a program or application to help to facilitate the delivery of material or information to learners.[23] While interactive multimedia is multimedia that is equipped with a controller and can be operated by users.[24]

C. RESEARCH METHODS

The research method used is a qualitative method with a field

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[20] Ali Mudlofir and Evi Fatimatur Rusydiyah, Desain Pembelajaran Inovatif (Depok: Rajawali Press, 2017).

[21] Khoerunnisa and Aqwal, "Analisis Model-Model Pembelajaran."

[22] Nanang Gesang Wahyudi, Sri Anitah, and Muhammad Akhyar, "Pengembangan Multimedia Pembelajaran Berbasis Adobe Flash Pada Mata Pelajaran PAI Kelas V Di SDIT Al-Hasna Klaten," *Teknodika* 14, no. 1 (2016): 10.

[23] Muzakki et al., "Desain Pembelajaran Model ASSURE Berbasis Multimedia Pada Mata Pelajaran Al-Qur'an Hadits."

[24] Asykur, Husniyatus Salamah Zainiyati, and Siti Munawaroh, "Desain Pembelajaran Qur'an Hadist Model Jerold E. Kemp Berbasis Multimedia Di Madrasah Tsanawiyah," *Jurnal Pendidikan Dasar Indonesia* 6, no. 1 (2021): 14.

research approach, meaning conducting research systematically by lifting the data contained in the field.[25] The data collection methods in this study use observation, interview and documentation techniques.[26] At the observation, researchers made observations on research objects in the form of fiqh learning designs conducted in Madrasah Ibtidaiyah Ma'arif Tanggulangin Sidoarjo. The conduct of the interview is conducted to the teacher who mastered fiqh subjects. At the technical step of documentation researchers gathered some previous research related to Fiqh Learning Design, Model Bela H. Banathy and Interactive Multimedia, as well as collecting several literature studies that are not much different from the research title. As for the analysis techniques used in this study is to reduce the data then the presentation of the data and the last with conclusions.[27] This researcher in the process of reducing data selects and sorts data to be used and not used, after which it is presented in written form by narrating the results of existing findings, so that it can be a conclusion.

D. DISCUSSION

Based on data collection techniques that have been done in the form of observations, interviews and documentation researcher can describe the results of research that has been done at Madrasah Ibtidaiyah Ma'arif Ketegan. The results of the researcher's observation showed that in the subject of fiqh, the teacher conducted the selection of material to be taught to the learners, then the teacher conveyed the learning material with the lecture method. Because basically the lecture method is always used by teachers in learning activities such as providing information.[28] After delivered the material was completed then the learner was welcome to work on the problem in the student's worksheet, so it appeared that the teacher did not prepare the pre-test

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[25] Andi Agustang, "Filosofi Research Dalam Upaya Pengembangan Ilmu" (2021).

[26] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 2017.

[27] Iryana and Risky Kawasati, "Teknik Pengumpulan Data Metode Kualitatif," *Ekonomi Syariah Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong* 4, no. 1 (2019): 56–79.

[28] Sekar Ayu, *Strategi Pembelajaran Dan Penggunaan Metode Ceramah* (Yogyakarta: Pustaka Insan Mandiri, 2008).

problem for the learners. In addition, the teacher also did not conduct an analysis of the character of the learners. After the teaching and learning process has been done, students can leave the classroom. Related to the evaluation step researchers conduct the step of data retrieval in the form of interviews.

At the step of observations that have been described above, it is known when the teacher provides material about the sanctification methods used have not used Bela H. Banathy learning design methods or models. So that it can be known the interest in learning learners when receiving the material delivered is still less enthusiastic in receiving it. After the observation step is carried out, the researcher conducts an interview step to the fiqh teacher. The thing done by the fiqh teacher still has not implemented the Bela H. Banathy model. However, became one of the inputs to teachers as a form of learning model that will come with different delivery materials. The results of the implementation of the Bela H. Banathy model state that, learners are more enthusiastic, because in this method a teacher is more steeped in the character of learners, so that the preferences and pleasures of learners will be known first. This is more attentive to teachers, learners are more focused in receiving materials, learners do tasks with more enthusiasm, because the problems given results from the teacher's own work. From the results that have been done can be obtained the value of learners are increasing.

While at the documentation step researcher conduct the results of previous research studies by comparing research designs, therefore the advantages and disadvantages of some existing learning models. Model Bela H. Banathy has advantages and disadvantages including, for the weaknesses of the Model Bela H. Banathy is to have some steps that are not many, only six steps can already apply this model. It is feared that the efficiency level is weak and this model focuses more only on materials that have not been mastered by students. The advantages of the Bela H. Banathy model is that it can design a formulation of the results of instructional analysis with more observant, the resulting analysis is the ability of students, developing thoughts on the tests to be

given to students, and there is an evaluation for improvement in the next learning, and the steps taken are quite easy.

There are several design steps of the Bela H. Banathy learning model that are applied to fiqh subjects at Madrasah Ibtidaiyah Maarif Ketegan, among others as follows:

1. **Step 1: Formulating Goals**

In the first step that can be the hope of a teacher is that learners can learn in their own style or way, a teacher just observes how learners learn. The need for a teacher to pay attention to and understand children's learning styles, because in this case there are many studies that examine the suitability of children's learning styles will support the success of the learning process that has been carried out.[29] In this step, the need to formulate goals in SAMR (specific, measurable, applicable, realistic) so that learners can make an observation of an attitude that must be implemented in their daily lives, this is a form of application of fiqh learning. Learning objectives are formulated based on fundamental competencies then explained based on the core competencies that have been established, of course by using operational verbs according to Grade Point Average (GPA) degree. By formulating the learning objectives to be achieved, it is important and fundamental because the learning objectives are the targets to be achieved in the learning process so that the achievement of these objectives is the same as the achievement of the success of a lesson that has been carried out.[30] In this case, at the Madrasah Ibtidaiyah Maarif Ketegan institution that uses the 2013 curriculum has formulated learning objectives that are Higher Order Thinking Skill (HOTS). Can be explained the purpose of learning that has been formulated by the teacher of fiqh subjects in the 5th grade, related to the Qurbani chapter:

a. Study the history of the commandment (C4)

b. Conclude the qurban command in accordance with the Qur'an

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[29] Luk Luk Nur Mufidah, "Memahami Gaya Belajar untuk Meningkatkan Potensi Anak", *Martabat: Jurnal Perempuan dan Anak*, 1(2), 2017, 245-260.

[30] Basri, "Signifikansi Desain Pembelajaran Dalam Menunjang Kesuksesan Mengajar," *Nizham* 2, no. 2 (2013): 64–78.

(C5)

c. Create a mind map of the history of qurban (C6)

Some of the learning objectives to be achieved above, of course, are in accordance with the Minister of Religion's Decision (KMA) of the 2013 Curriculum at the Madrasah Ibtidaiyah (MI) level. There are several objectives of Fiqh Subjects, which have been formulated as follows:

a. Equipping students to be able to know and understand ways to implement good Islamic law concerning aspects of worship and muamalah which are the guidelines for living in personal and social life.

b. Equipping students to be able to implement and practice the provisions of Islamic law correctly and well. This is a manifestation of the form of obedience of a Muslim in carrying out the teachings of the Islamic religion well to Allah SWT, fellow humans, oneself and relationships with other creatures in the surrounding environment.

2. **Step 2 : Developing Tests**

The second step develops tests to hone students' thinking skill with the goals that have been formulated and the test is carried out to find out more about the skills possessed by students. Based on the skills that are expected and can be achieved as a result of his learning experience. Based on the development of the test in the first step has a goal to know the initial expertise of the student. Of course, every student has their own skills, this shows that the skills that students have are different, even before entering school the students already have them. The initial ability of students is an absolute thing to be known by a teacher, because the initial ability shows the status of the knowledge and skills students have now to go to the future status as the achievement of what is expected by the teacher in and the results of the learning process. Kemampuan awal peserta didik merupakan hal yang mutlak untuk diketahui oleh seorang guru, karena kemampuan awal menunjukkan status pengetahuan dan keterampilan peserta didik yang telah dimiliki

sekarang untuk menuju ke status yang akan datang sebagaimana tercapainya atas apa yang diharapkan oleh guru dalam dan hasil dari proses pembelajaran.[31] Therefore, if an educator has the assumption that every student who has just entered school does not have the ability is an act of wrong analysis.

In this step, It is important for teachers to know the abilities of each student. So this is where the teacher must have a certain method in analyzing each student and then provide the right method to accommodate the overall uniqueness of the learner's learning style.[32] At the time of development the test was carried out at Madrasah Ibitidaiyah Maarif Ketegan, teacher pay attention to the ability of goals that have been formulated The test was developed with reference to basic competency, indicators and materials.

3. **Step 3 : Analyzing Learning Activities**

Based on the analysis of learning activities that have been carried out in the form of test development results in step two, namely by analyzing the skills possessed by learners. The skills possessed by the learners are assessed and analyzed. After the analysis step has been done and knows the skills possessed, then an educator will know the learning that is preferred by students. The skills possessed by students do not need to be taught again, because students already know the knowledge first before learning is given. So that the thing needed by students is expertise and knowledge that is not yet known by students. Therefore, to provide efficient and effective learning has been formulated as follows:

a. Finding the terms of the task that must be given to learners

b. Provide an assessment of the results of the task that has been given

c. Provide direction on tests that have been given with input

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[31] M Sya'roni, "Urgensi Analisis Kemampuan Awal Peserta Didik Dalam Meningkatakan Prestasi Belajar PAI," *Cendekia* 10, no. 01 (2018): 91–102, http://journal.stitaf.ac.id/index.php/cendekia/article/view/65.

[32] Yuyun Mashurwati, "Penerapan Inventory Tes Gaya Belajar Remaja Dengan Aplikasi Google Form, Media Sosial Serta Pengembangan Program Layanan Bimbingan Dan Konseling Terkait," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 4, no. 1 (2018): 1.

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d. Selecting and sorting out some tasks that should have been given back and which are still difficult for students to understand

4. **Step 4: Designing instructional systems**

The fourth step is a form of design that should be given to students. Some considerations relate to the existence of alternatives as well as some identification which should be a job for the assurance that students have mastered the skills that have been taught in the third step, "this is referred to by Banathy by the term function analysis". At this step also considers some learners who have mastered the tasks that have been given before, (component analysis) and determine the learners to provide relearning in order to better master other skills possessed by students, this needs to be determined when and where the tasks are carried out.(design of the system). Determination of instructional design at this step is the result of knowing the initial abilities and learning styles of students that they already have, because basically the analysis of students' initial abilities can have implications for determining learning designs. So it can be understood that the form of learning design that is designed and applied is very dependent on the conditions or results of the analysis of the students' initial abilities.

The step in designing an instructional system is to determine the media and instructional methods that are very important to give students achievement in achieving instructional goals, which include:

a. Perform steps of analyzing sequences, functions and contents
b. Perform component analysis steps
c. Perform function distribution between components
d. Create a schedule that will be implemented again

At this step the determination of methods and instructive media is very important to do. Because the average learner has different learning styles, teachers must be skilled and wise in choosing the right methods, media and teaching materials so that learning can run effectively and optimally. The teacher determines

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the method for the continuity of the learning process, of course, he must pay attention to the effectiveness of the method to be used. Because the better the method chosen, the more effective the achievement of the expected learning objectives will be.[33]   At Madrasah Ibitidaiyah Maarif Ketegan, the average learner has an audio visual learning style. Thus the teacher of fiqh subjects in carrying out learning using the help of LCD projectors and speakers. Furthermore, related to the teaching materials used in order to be able to advance the media used, the teacher chooses teaching materials sourced from youtube or make their own videos with the help of powerpoint or other software applications. So from this it can be seen that using interactive multimedia in the learning process can make it easier for students to understand a material that the entire media is able to meet the various learning styles of students, because this kind of interactive multimedia has dynamic display characteristics so that it can attract attention. students compared to the teaching materials displayed in the media book in print.[34]

5. Step 5: Carrying Out Activities and Testing Results

Based on the fifth step, namely carrying out activities again and reviewing the results of activities that have been obtained by students. The step of implementation and the provision of results regarding the tests that have been given, the system that has been designed will be piloted back to learners, the implementation is carried out according to the predetermined schedule. The tasks carried out by students will form new student skills so that there needs to be a reassessment in order to know the ability of students, whether students have behaved like the goals that have been designed.

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[33] Fadiyah Windi Anisa, Lisa Ainun Fusilat, and Indah Tiara Anggraini, "Proses Pembelajaran Pada Sekolah Dasar," *Jurnal Pendidikan dan Ilmu Sosial* 2, no. 1 (2020): 158–163, https://ejournal.stitpn.ac.id/index.php/nusantara.

[34] Purbatua Manurung, "Multimedia Interaktif Sebagai Media Pembelajaran Pada Masa Pandemi Covid 19," *Al-Fikru: Jurnal Ilmiah* 14, no. 1 (2021): 1–12.

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6. **Step 6: Make improvements**

Based on the results of the implementation of activities and assessments, it will be further evaluated so that there is an improvement when there are some designs that have not been achieved. The importance of an analysis carried out by the teacher in the evaluation process, because in the learning process the teacher certainly needs quick feedback to further improve a learning process so that students' misunderstanding of the teaching material is reduced.[35] At this step there are two ways that are done in making improvements, the step of improvement or also called the implementation of revision tasks can be categorized into two types of tasks, namely small revision tasks and total revision tasks. The learning model at this step can be said to be the end if there is a decision from an educator and achieves a new skill design owned by learners. The results obtained from the evaluation are feedback for the entire system so that if necessary changes can be made to improve the instructional system. The actual evaluation is carried out to see whether the learning design carried out is in accordance with the initial expectations or not so that it can be seen whether there is a need for quality improvements in the learning design. Assessment and revision of a learning design and learning media need to be assessed to test the effectiveness and impact of the learning process. In this case the assessment is concerned with several aspects including assessing the achievement of students, learning outcomes, selection of methods and media, quality of media, conditions of teachers and students.[36]

As for some of the existing components show that the steps provided are very simple and easy to implement. But the development of the design of the learning system on the Bela H. Banathy model requires brilliant academic expertise and has a qualified experience and

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[35] Saas Asela et al., "Peran Media Interaktif Dalam Pembelajaran PAI Bagi Gaya Belajar Siswa Visual," *Jurnal Inovasi Penelitian* 1, no. 7 (2020): 1297–1304.

[36] Dewi Salma Prawiradilaga, *Prinsip Desain Pembelajaran Instructional Design Principle* (Jakarta: Kencana, 2008).

an expanding insight. At the step of development requires help from the efforts of others as well as the role of the principal, teacher, administration and learners.

Therefore, the design of the formation of the curriculum that is taught is a new ability that will be possessed by students, this can be applied in schools. In addition, Bela H. Banathy's interactive multimedia-based model learning design on this fiqh subject is very important. This is due to the long-term orientation expected in software to be considered between creation and use. So it is necessary for a teacher to innovate by utilizing computer media that functioned as a learning media, where this kind of media contains various software and applications that can be used as aids in delivering teaching material in a practical and effective manner.[37] By using interactive media, it will be able to assist a teacher in carrying out a systematic learning process and be able to meet the learning styles of students. Because in the media there are many types of media that are collaborated so that they can arouse the attention and growth of students' motivation to learn.[38] In multimedia design, there needs to be an adjustment to the times and subjects of the wearer, so that multimedia that has been designed in such a way can attract the interest and motivation of learning learners.

E. CONCLUSION

Biaased on the results of research that has been done, Then it can be concluded that the design of the learning fiqh model Bela H. Banathy at Madrasah Ibtidaiyah Maarif Ketegan has been well planned in accordance with existing theories. As you need to know, to improve the quality of learning, there is a need for planning that is realized through learning design. This is because in learning design, a Islamic Education teacher must have prepared all aspects of learning activities well. In order to design learning well, a system approach is needed. This is because through the system approach can provide greater

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[37] Mardhatillah and Febry Fahreza, "Desain Media Pembelajaran Interaktif Bagi Bagi Sekolah Dasar," *Bina Gogik* 4, no. 2 (2017): 14–25, http://ejournal.stkipbbm.ac.id/index.php/pgsd/article/view/165/153.

[38] Asela et al., "Peran Media Interaktif Dalam Pembelajaran PAI Bagi Gaya Belajar Siswa Visual."

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opportunities in integrating all aspects related to learning. Including the interrelationship between classroom conditions, methods, media, strategies and learning outcomes. In design planning learning refers to the way in which learners learn. Because the quality or effectiveness of learning depends on how the design or design of the learning. In addition, learning design also refers to the abilities and potentials possessed by learners, how these abilities and potentials can be developed.

Based on the results of this study, it is hoped that it can contribute to education, especially in organizing the learning process at the elementary school level, so that a teacher will be able to create interactive learning innovations as well as being able to meet the needs of students with different learning styles in one class. This research certainly still has many shortcomings, so it is hoped that further research can provide the latest findings for science in this field. This research can also be completed to the maximum extent possible because of the encouragement and support from several parties, especially from all members of Madrasah Ibitidaiyah Maarif Ketegan.

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