

Pedagogical Competence of Islamic Faith and Moral Teachers

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Abstract: *This study aims to know the pedagogical competence of faith (aqeedah) and morality (akhlak) teachers and analyze some factors influencing teacher pedagogical competence while introducing multicultural values in using interactive multimedia on aqeedah akhlak learning. This study employed a qualitative approach that took place at Madrasah Aliyah Negeri 1 Bengkulu City. The data was collected through observation, interview, and documentation. The subjects of this study were the head of Madrasah, deputy head of Madrasah in the field of curriculum, deputy head of Madrasah in the field of facilities and infrastructure, and subject teachers of Aqeedah Akhlak. Data analysis used in this study was a qualitative descriptive technique with percentages through an interactive model consisting of four components, namely data collection, data reduction, data presentation, conclusions and verification. The results of the study revealed that those teachers at MAN 1 Kota Bengkulu were less competent (50.0%) in using interactive multimedia to instill multicultural values. Some factors that affect that condition were due to teachers' lack of ability in operating technology, low self-motivation in developing skills, unaccustomed to practice creativity, no encouragement or demand to be creative from the school, uninterested in participating various seminars, trainings, or IT workshops outside the teaching duties and still tied to conventional media in the environment around. The material of Aqedah and akhlak for introducing multicultural values is difficult to be taught only with conventional media. In conclusion, the teacher is not competent in using interactive multimedia since the media is still not in accordance with the objectives.*

Keywords: *Pedagogical competence, interactive multimedia, Aqedah and moral learning*

1. Introduction

According to the Law of the Republic of Indonesia Number 14 of 2005, a teacher is a professional educator and the main task of the teacher is to educate, to teach, to guide, to direct, to train, to assess, and to evaluate students in the way of formal education at the levels of early childhood education, elementary education, and junior high education. This is reinforced by the

Government Regulation of the Republic of Indonesia Number 19 of 2017 concerning Amendment to Government Regulation Number 74 of 2008 concerning Teacher which explains that teacher is professional educator.

The development of science and technology has logical consequence on the orientation of teacher professional development which is directed at developing their competence. Article 10 paragraphs (1) of Law Number 14 of 2005 concerning Teacher and Lecturer explains that teacher must have several competencies, namely pedagogic, personality, social, and professional. Ideally, a teacher has all four competencies maximally which is reflected in teacher's performance and totality as an educator, for the sake of creating good quality education in accordance with the demands today.

Teacher should be the facilitator in educating and developing the talent and potential of student maximally [1][2]. The teacher is a condition that is positioned as the front guard and central position in the implementation of the learning process [3][4]. Thus, the totality of performance, dedication and the loyalty of a teacher will be everyone's concern.

Ideally, a teacher is required to be professional. Professional teacher is a determining factor for good quality of education process. Teacher plays a role in shaping the quality of human resources in the future [5][6]. To support that purpose, qualified teachers are needed. One of the ways to improve teacher's quality is by increasing their competence [7][8].

In addition, a teacher must also be able to carry out various learning activities and be able to create a comfortable and pleasant learning atmosphere, as well as be able to utilize information technology which is now being influenced by the industrial revolution 4.0. Advances in technology and information become the trigger of changes in the learning or education system through efforts to release education from the shackles of conventional learning models [9][10]. The presence of qualified teachers is a necessity. In the era of industrial revolution 4.0, teachers should have skills in digital literacy and information technology literacy as the effort to optimize learning outcomes.

Pedagogic competence is one of the competencies that absolutely need to be mastered by teachers, because pedagogic competence is the ability of teachers to manage student learning. With pedagogical competence, a teacher must have the proficiency, skill, and art so a comfortable and pleasant atmosphere is created when the learning process takes place in the classroom [11][12].

Exerting psychosocial resources including skill and attitude should be professionally implemented in certain context [13][14]. Pedagogic competence is one of the four competencies that teachers must have. In this pedagogic competence, a teacher is required to be able to understand their students and understand how to provide correct teaching to students [15][16]. The extent of professional teacher refers to have a sufficient inclusion for the set of competencies like knowledge, skill, and behavior that the teacher must have, live in, and master in carrying out their professional duties [17][18].

Global demands require the world of education to constantly adjust in improving the quality of education toward technological development, especially adjusting the use of information and communication technology for education, especially in the learning process. Education in the future is more determined by information networks that allow interaction and collaboration. The tendency of change and innovation in education will continue to occur and develop in 21st century [19][20]. The changes include: it is easier to find learning resources, more options for using and utilizing ICT, the increasing role of media and multimedia in learning activities [21][22].

Information and communication technology is a technology used to obtain, to work, to process, to compile, to keep and to manipulate data in various ways to produce good quality information, namely information that is relevant, accurate and on time [23][24]. The information is used for personal, business and government purposes as well as for decision making. So the definition of information technology in education is the availability of channels or means that can be used to broadcast educational program [25][26].

Entering the 21st century learning, it requires significant changes to the learning process, including changes in the roles and tasks performed by teachers. 21st century teachers teach based on professional teaching standard to ensure the quality of learning and be able to use technology effectively [27][28]. Teachers who have pedagogic competence will be able to manage learning well, so the teaching and learning process can take place effectively and the expected goals can be achieved.

The reality is that in the learning process, there are still teachings carried out by teachers that are not effective and make students miss-understanding. A teacher should always look for how to make the teaching and learning process achieve results according to the planned objectives, thus the teacher should use the most effective teaching methods and use the best tools or media [29][30].

In fact, we can analyze that if all teachers have the competency categories mentioned above, the low quality of education in this country will not occur. This is where a critical study is needed, why should teacher, especially teachers of moral theology must have skill and competent in implementing multimedia in learning activity, but in reality they have not [31][32]. Why should learning moral theology instill multicultural values but in reality it is not [33][34].

This is significant with the quality of education in Indonesia which is still far from adequate, the quality of teachers is still problematic. The result of Teacher Competency Test (UKG), especially in Bengkulu province for pedagogical competence which is the main competency of teachers is still inadequate, the average score is still below the standard score of 75. The result details of Bengkulu City are 50.92, North Bengkulu 50.89, Rejang Lebong 55.60, South Bengkulu 54.47, Muko-muko 55.45, Kepahyang 55.97, Lebong 55.75, Kaur 52.12, Seluma 52.10, and Central Bengkulu 54.37.

This phenomenon makes learning activity which should be student-centered in accordance with the 2013 curriculum becomes unrealized. The consequence is that students will

always passively wait for knowledge from the teacher. Even though in Law no. 14 of 2015 concerning teacher and lecturer states that teacher is learning agent who must be facilitator, motivator, and giver of learning inspiration for students.

Education, which is used as a media for the transformation of knowledge, should be able to provide multicultural educational values by appreciating and respecting the diverse realities both background and socio-cultural base that surrounds it.

In learning moral theology, it is necessary to utilize the typical multicultural contents as an enrichment of teaching materials, concepts about the harmony of life together between religious communities, mutual tolerance, cooperation, and mutual respect [35][36]. The existence of multicultural-based education which is developed in accordance with Islamic values and the dynamics of modern society is actually very appropriate to answer many problems concerning the dimensions of difference and diversity today [37][38].

The application of multicultural values at Madrasah Aliyah or Islamic Senior High School can be realized through the application of learning methods and strategies that prioritize togetherness so multicultural values are embedded [39][40]. The implementation of multicultural values especially in learning activity needs to be done in various ways such as through the development of learning models in integrating multicultural values in learning materials.

The development of learning models based on multicultural values can be done through lesson plan, the innovation of presenting teaching material such as the use of interactive multimedia, developing learning approach and using assessment that can encourage students to internalize multicultural values [41][42].

Learning media can overcome the limitations of the sense, space and time. Learning media can provide students with similar experience about event in their environment. The media also make concrete of abstract concepts.

Based on a preliminary study conducted at State Islamic Senior High School 1 of Bengkulu City, the facilities that support students to study were books in the library, comfortable classrooms equipped with adequate facilities such as LCD projectors and active speakers. This school is the model for State Islamic Senior High School and is assumed to be good at implementing education. The author assumes that the moral theology teachers in the school already have pedagogical competence in conveying the moral theology materials especially using interactive multimedia [43][44]. However, the fact is that the lack of maximum utilization of the facilities and the dominance of teachers is still existed in the learning process, so the use of multicultural value content as the enrichment of teaching materials is not realized.

Education for Muslims is no longer as transformation of knowledge, but as a creative effort to actualize someone's potential to solve problems faced by people. Based on preliminary findings, the teaching and learning process in class XI at the school made teachers as the main knowledge source during the learning process, so far teachers only used conventional media, less optimal variations in learning activity, especially in instilling multicultural values, such as the

use of interactive learning media was not yet optimal [45][46]. Teachers only used printed moral theology textbook from last year or even long time ago.

This research is considered important because it can make a significant contribution to the theory development of moral theology learning. Where so far the progress of learning development is still dominated by general subjects such as Science, Bahasa Indonesia, Mathematics, etc. Meanwhile, the development of moral theology learning is still minimum and it still requires further research. There is still a lack of innovation in religious learning, especially in moral theology material. This is closely related to the pedagogical competence of a teacher. This research is important because teachers of moral theology have to deliver material that covers a lot of affective domains, so pedagogical competence is very important in delivering this material [47][48].

To provide boundaries and focus on studies, this study focuses on examining the pedagogical competence of teacher in aspects of educational learning activities, which include indicators of the use of information and communication technology (ICT) by teachers for learning purposes, namely the ability of teachers to utilize audio-visual learning media (including ICT) to increase the motivation of students in achieving learning objectives.

2. Theoretical Framework

A teacher is a position or profession that requires special skill as a teacher. Decree of the Minister of National Education (kepmendiknas) No.045 / U / 2002 mentions competence as a set of smart actions and full of responsibility in carrying out tasks in accordance with certain jobs. From the result of previous research conducted to present that one of the factors supported the success of learning process were teacher academic qualification and teacher competence [49][50]. As a basic element in educational institution, teachers as educators are expected to have competencies in accordance with their teaching field. Minimally, it has implication for the ease of transferring knowledge to students.

Many factors affect the effectiveness of learning activity but among all of factors, the most urgent is that teachers need to have competency standard to support the learning process. Teacher competence in learning activity is very important because the teacher is a vital figure who is directly involved in the learning process in the class. Teacher interacts directly with students, therefore teacher must have good competence to improve the quality of good educational output [51][52]. Even if the curriculum has good quality (lesson plan, syllabus, etc.) but it will not be meaningful if the implementation is not going well.

Pedagogic competence is one of competences that absolutely needs to be mastered by teacher because pedagogic competence is the ability to manage learning activity for student which includes the understanding of student, planning and implementing of learning activity, evaluating learning outcomes, and developing students to actualize their various potentials. In the aspect of mastering learning theory and the principles of educational learning, there is indicator of using technology to motivate students [53][54]. This is closely related to the delivery of

material on learning moral theology, because learning moral theology requires media assistance to clarify abstract material and teacher should be skilled in using technology-based media. Based on the explanation above, the framework in this study is as follows:

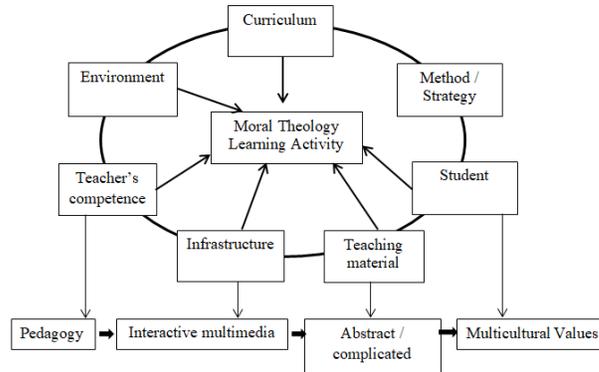


Figure 1. Theoretical Framework

Figure 2.1 described the teacher as one of the main elements in the learning process, the teacher as a teacher is expected to have competencies in accordance with their teaching field. The teacher is one of the important components in learning activities and has a position that determines the success of learning, because the main function of the teacher is to plan, to design, to manage, to implement and to evaluate learning activity [55][56]. In addition, the position of the teacher in the learning process is also very strategic and decisive. It is Strategic because the teacher will determine the depth and breadth of the material while determining the material because the teacher sorts and selects the material / lesson material to be presented and taught.

Teachers must constantly develop their abilities. Teachers need to have competency standards to support the learning process. There are 4 competencies that teachers must have and those that are directly related to learning process are pedagogical competency. Pedagogic competence is a requirement that must be possessed by a teacher.

Pedagogic competence is needed by teacher to interact with students during learning activity, starting from the planning, implementation, evaluation to follow-up stages of learning [57][58]. If the teacher cannot master pedagogical competency, they will experience problems in learning process. In learning moral theology lesson, there is material that is abstract and difficult to explain with just words, especially material that contains multicultural values [59][60]. Therefore, teacher's pedagogical competence is needed in utilizing the media to help clarify the material to be more concrete.

3. Research Method

This research used descriptive research. Descriptive research was used by researcher because it was considered in accordance with the problem being studied. In completing this research, the researcher used qualitative approach because the data was obtained from observation, interview, field note, and other supporting official documents. The purpose of using a qualitative approach was in order researchers could describe the empirical reality of the problem being studied.

Qualitative research is a scientific approach that reveals certain social situations by describing reality correctly, formed by words based on relevant data of analysis collection techniques obtained from natural situation. In this study, the researcher made a match between the realities that occurred in the field with the prevailing theory. The researchers were looking for facts about how the competence of the moral theology teacher in the use of multimedia in learning activity and the way the teacher studied the problems that occur in the field during the learning activity.

With qualitative research method, researchers could make observation and the researcher could focus and careful on the research subject so the data obtained was more accurate and credible. To complement the data obtained through observation, researchers dug up data by conducting interview and document review studies. In this research, qualitative descriptive method was used to develop theory through data obtained in the field.

This research was carried out stage by stage and over a period of time. At the initial stage, the researcher made an exploration, then carried out in-depth data collection from observation to report preparation. The instruments that the researchers used for this research were observation guide and interview guide.

The interview guide is a data collection tool in the form of a list of questions in accordance with the formulation of the problem and is used as a guide for conducting interview with teachers and students of class XII State Islamic Senior High School 1 of Bengkulu City. The use of interview guide in this study was to determine the responses of students and teachers. Meanwhile, the observation guide is a tool for observing the implementation of competency indicators. In this study, observation was carried out by observing and recording the research subject directly, namely by observing the selection of media and the use of multimedia by the teacher in the learning process.

After obtaining the necessary data in accordance with the context of the study, the next stage was that the data was processed by using qualitative analysis method or non-statistical analysis. This activity was carried out by reading the data which was then described in the form of a sentence to obtain a general description or understanding and a comprehensive ratification of what was contained in the problem studied. The data obtained were then analyzed and presented in the form of word descriptions to make it easier to understand in accordance with what was obtained in the field.

4. Analysis and Discussion of Research Result

The teacher is one of the educational factors that have the most strategic role, because the teacher actually determines the success of the teaching and learning process. The teacher's role in the learning process cannot be replaced by machine, radio, tape recorder or even the most modern computer. There are many human elements such as attitude, value system, feeling, motivation, habit and others which are expected to be the result of the learning process which cannot be achieved through those tools [61][62].

Pedagogic competence is closely related to the ability of teachers to understand the learning process. The diversity of students in the classroom requires the skill of a teacher in designing learning programs. Along with the current development and the advancement of science and technology, a teacher is required to always upgrade his / her ability in educating their students.

4.1. The Competence of Moral Theology Teacher in Using Interactive Multimedia in State Islamic Senior High School 1 of Bengkulu City

A professional teacher must always be responsive to the advances in science and technology and must achieve several professional teacher criteria, so the teacher can be approved to be a professional teacher.

To become a creative and professional teacher, it is required to have the ability to develop effective learning media. However, it is unfortunate that the moral theology teacher at State Islamic Senior High School 1 of Bengkulu city was not yet skilled in using and developing multimedia. This is based on the results of observations which showed that the competence of teacher was at the qualification of less competent with a percentage of 50.0%. Ideally, all indicators on pedagogical competence are controlled and implemented by the teacher, but in reality, not all of them were mastered. Moral theology teachers have low abilities in the use of technology in learning activity.

Teacher is said to be competent in using multimedia if the teacher masters the competence of information and communication technology, namely: Knowing, mastering and understanding the ICT curriculum; the teacher must know and has proficient knowledge in the operation of computer and other supporting ICT devices; the teacher also must have the ability in selecting teaching software; knowing teaching techniques that using computer; having an understanding of safety ethics, laws and regulations; knowing the latest technology in the world of education [63][64].

To integrate information and communication technology-based learning in moral theology lesson, the teacher must be able to operate computer and choose the appropriate software. Based on the ICT competence, it is not in accordance with the result of the author's observation and interview toward the subject of this study. Whereas a teacher must be competent and the competent teacher will be able to design technology-based learning resources, use

technology to support the development of students' critical thinking knowledge and skills, and create community knowledge for students [65][66]. After observing several aspects that become indicators of teachers who are said to be competent in using technology are not fulfilled. Based on observation, teachers are not yet fully proficient in computer operations and other supporting ICT devices, teachers do not have the ability to choose teaching software, teachers are not yet skilled at teaching techniques by using computer, and teachers do not update to the latest technology in education.

In line with the explanation in chapter II that as a professional teacher, having the ability to master technology is a necessity. A teacher is required to be able to integrate pedagogical skill with mastery of information technology. Based on the result of observation, it was found that the moral theology teacher was not right in using the media according to the learning material. Multimedia-based learning was still independent, it still used simple interactive multimedia type, such as playing a CD / VCD containing documentary film about the great form of Allah SWT and it could also be a story about someone's faith in Allah SWT. The film was shown through laptop or television and then connected through LCD to be seen by students. Through the media mentioned above, the material of moral theology delivered would be more understood by the students [67].

Like material discussed about Islamic scholastic theology sects, it is necessary to have media that can clarify abstract material to be concrete in order students can understand the material. However, the teacher only used inadequate media without being motivated to develop. Moreover, the psychological condition of students in each region is different, if the teacher only uses existing media, it cannot be ascertained that the material is in accordance with the students' need [68]. So far, the teacher's learning process was still tied to conventional media. Teachers have not been maximum in designing media, and this could be seen from the media design used by teachers during teaching and learning activity.

In fact, teachers could easily access the media through the internet network that has been provided through school internet services such as accessing instructional video and other media without having to pay a lot of money. However, the teacher did not use this opportunity and convenience. It is unfortunate that although State Islamic Senior High School 1 of Bengkulu City has provided infrastructure that supports technology-based learning, in this case the use of multimedia such as computer, internet access (Wi-Fi) and laboratory that supporting information technology devices, but theology moral teachers still have not utilized the facility fully. Even though the teacher has no interest and motivation to update the technological advance, it is impossible to avoid information and communication technology because the rapid development of technology and recently almost all activities have led to completely online direction.

4.2. The Perception of Students About the Competence of Moral Theology Teachers in Using Interactive Multimedia

In learning activity, direct experience is more effectively used in order students can be more easily absorb a teaching material through their experiences. The effort to support the achievement of learning objectives is assisted by the use of appropriate learning aids and according to the component characteristics of the user. Messages communicated in the form of subject matter especially those that are principles, concepts and generalizations require media assistance so students can easily understand them.

The use of ICT-based learning media in explaining subject matter can make abstract learning seem real. The use of interactive multimedia helps teachers explain material that is integrated with various media such as text, image, audio, video, animation and students also get independent learning experience [69].

Learning activity by using media is be able to accommodate the characteristics and learning styles of students. Students who have visual learning style can be accommodated by the presence of images and animation. Students who have audio learning style can be accommodated by the presence of music, and students who have kinesthetic learning style can be accommodated by activities to discover and to find learning material through application program, improving student learning outcomes [70].

In the teacher's pedagogical competence, there are two points that mention the use of information and communication technology, namely (1) Utilizing information and communication technology for the benefit of learning (2) Utilizing information and communication technology in learning activity. Teachers' pedagogical abilities in the teaching and learning process determine the success of learning. Therefore, a teacher must have pedagogical skill that must be continuously improved. Thus, there must be a demand that a teacher must have good cognitive ability [71].

As stated in chapter II, pedagogic competence states that a teacher must be able to use and utilize information and communication technology (ICT) for the benefit of learning. Teachers must also be able to utilize audio-visual to increase student's motivation.

The result of student observation towards moral theology teachers indicate that the teacher is not yet competent in using interactive multimedia (50.0%). This is supported by the results of interviews that researchers have conducted in students of class XI, students felt that the teacher was not skilled and was not be able to use interactive multimedia in conveying moral theology material. The media used by the teacher was not enough to make students understood the moral theology material. Students also felt less interested because the teacher used conventional tools or media. Sometimes students also felt that they experienced obstacles in the process of teaching and learning activity because they felt bored with the method.

A student of class XI named Muhammad Ardillah stated that the learning activity carried out by the teacher still used monotonous and less varied method, so the learning activity was less attractive and students felt bored in participating the learning activity especially in moral theology learning which required media that could visualize events occurred in everyday life.

The effort to overcome problem in learning moral theology is by making innovation such as by utilizing multimedia. Thus students have innovative learning experience so students have new learning experience. With multimedia, it is hoped that students can absorb information quickly and efficiently, sources of information are no longer focused on textbook. An interactive learning atmosphere will lead to active communication between various things to improve student learning outcomes.

Likewise, what was conveyed by XI student named Wahyu Al Amar that he was a student who was easily bored especially with the moral theology material, but if the teacher was creative and innovative in learning, the student might not feel bored. In fact, apart from book and blackboard, the media used by the teacher was very simple. Sometimes the methods applied by the teacher were not suitable for student thus student could not understand the lesson well. The implementation of moral theology learning has used and utilized learning media but it was just that teacher used ICT-based media as supporting facility in learning activity and the teacher was not yet fully able to create or made their own media for teaching the moral theology lesson. So sometimes the media used was not completely in accordance with the material being taught when the learning process occurred.

Effective learning is learning that can provide a good understanding, it can provide behavioral changes and it can be applied in the lives of students. Mastery of technology-based media, information and communication is highly recommended for a teacher because the rapid development of times and knowledge.

From the information obtained from XI students, the characteristics of the moral theology lesson have materials that were full of events that always occur in society. To overcome that, one of the way is to make the material more real and contextual. However, based on information from students, the learning carried out by the teacher still used a monotonous way that made it less attractive and caused students to feel bored in participating learning activities.

The value and benefit of media are largely determined by the teacher who uses them. Computer and other sophisticated equipment will have no value and benefit if teachers are not skilled at using them in the learning process as an effort to enhance the quality and learning outcomes. Facilities and infrastructure to support technology-based learning are available at State Islamic Senior High School 1 of Bengkulu City but teachers are less skilled in using them.

It must be understood that students are unique individuals, heterogeneous and have different interests. That is why the teacher must be able to provide an explanation in every lesson. The teacher must also be able to create variations in teaching method, teaching media, teaching style and conclude learning materials in order to facilitate student in understanding the concept conveyed.

Carrying out fun learning activities should be a goal for teachers. Likewise, the effort to provide knowledge in order it can be understood and actualized. The abilities of moral theology teacher in utilizing information and communication technology were still lacking. In delivering learning material, they were still supported by simple learning media.

The ability of teacher to use technology, information and communication tools should be a concern for the school. The use of media in the delivery of lesson material should not only be a recommendation but an obligation.

4.3. Factors Affecting Teacher's Competence in Using Interactive Multimedia

The existence of teacher in learning is not only a provider and importer of information but also must be able to act as a facilitator and curriculum developer. The implementation of the curriculum entirely depends on the creativity, skill, sincerity, attitude and persistence of the teacher [72][73]. Thus, teacher must be required to be able to understand, describe, and operationalize the curriculum.

A teacher must be able to carry out duty and function as a teacher with maximum competence so the quality of learning can increase and the expected objective can be achieved optimally. The level of competence of moral theology teacher in State Islamic Senior High School 1 of Bengkulu City in improving the quality of learning was also related to some factors, namely: first, Internal factor is factor that originates from the person concerned which includes: Knowledge and experience, teacher awareness and creativity. Second, external factor is factor that originates from attention and guidance from the head of the school.

The facility and infrastructure in State Islamic Senior High School 1 of Bengkulu City are adequate to support multimedia-based learning. Teachers can use the facilities and infrastructure anytime and anywhere [74][75]. However, background and experience are two aspects that affect a teacher's competence in using technology. Based on the result of observation and interview, there were several reasons why the implementation of interactive multimedia was not optimal in moral theology learning activity in State Islamic Senior High School 1 of Bengkulu City, namely:

- a. The lack of knowledge of moral theology teacher in the field of IT was due to a lack of training on IT and there was no effort from the teacher to improve the teacher's competence
- b. Moral theology teacher was still relied on conventional media existed in the environment
- c. There was no motivation to develop skill from the teacher. The teacher did not have the desire to upgrade the skill, the teacher felt enough with old skill and did not want to bother adjusting with the new one.
- d. Moral theology teacher was not accustomed practicing creativity and did not have the urge or demand to be creative.
- e. Moral theology teacher was not interested to participate various activities outside of their teaching duties, such as attending workshop, seminar, and training as form of continuous professional development.
- f. Moral theology teacher only considered teaching as an obligation that should be fulfilled without knowing the essence of education.

4.4. The implementation of Multicultural Values in Learning Moral Theology by Using Interactive Multimedia

Facilities and infrastructure are needed to improve the quality of learning. Without facilities and infrastructure, the learning process cannot run effectively, so the expected goals are not maximally achieved. The provision of facilities and infrastructure is very important such as the provision of study room, library, laboratory, and others. As stated by Sanjaya, learning facility is anything that supports the smooth learning process. School learning facility and infrastructure are very important in the learning process to support the learning process. With various kinds of school learning facilities and infrastructure available and utilization that can support learning activities, then it will help students in learning both at home and school [76][77].

Almost all forms of multimedia are effective in presenting a reflection of the real world, thus providing opportunities for students to apply teaching material in various contexts. Multimedia elements that combine several components such as color, text, animation, image / graphic, sound and video are very supportive in meeting the learning need of students who have different cognitive ability. The existence of those objects can make it easier for students to understand a concept studied.

Multimedia is able to visualize abstract material, it can also present objects that are difficult to observe directly. For concepts that are abstract and cannot be brought directly into the classroom, the use of multimedia computer-based learning will greatly assist the teacher in explaining a concept. Therefore, the existence of computer-based learning multimedia will help students in selecting information, processing information and integrating it. Through visual and verbal impressions of computer-based multimedia, students will gain more meaningful knowledge and understanding [78][79].

The presence of multimedia in the learning process is very helpful for students in understanding what is being learned. Meaningful learning is a learning that brings the experience of students by linking the material being studied with experience in the real world. So the students' cognitive construct can be optimized and will stick for a long time until one day they can use their thought as the solution for solving the problem in the future.

In the context of implementation of multicultural values, learning media that can gather real experience from different cultural backgrounds are needed. For example, by making a documentary video on a certain cultural history and playing it once a week with the hope that for one year there will be cultural experience of more than forty cultures. It can foster a sense of curiosity, students can also enrich their cultural knowledge and respect each other's culture.

Learning media to instill multicultural values must be able to overcome many limitations, namely the limitations of space, time and distance. Even though the topics studied are related to cultures that exist outside of the island and are located thousands of kilometers away, the teacher can teach in real term and provides similarities with real object. In this case interactive multimedia is an alternative choice in delivering learning material [80][81].

The media can represent what the teacher is unable to say through certain words or sentences, even the abstractness of the material can be concretized by the presence of educational

media, thus students are easier to understand the subject matter than without the help of learning media, because in learning activities the ambiguity and complexity of the material to be taught to students can be simplified with the help of the media [82][83].

However, it was unfortunate that the media used by moral theology teacher did not fully reflect the criteria mentioned above. Moral theology material that was abstract and difficult was only taught by using conventional media. The media used was deemed inadequate to be able to instill multicultural values contained in the moral theology material. The media was still not in accordance with the objectives to be achieved. Based on observation, there were several teachers who used textbook and blackboard. The material discussed about Islamic scholastic theology sects needed visualization in order it could be clearer but it was only taught by using the lecture method and simple media.

5. Conclusion

The competence of moral theology teacher in State Islamic Senior High School 1 of Bengkulu City in using interactive multimedia to instill multicultural values was in the less competent category (50.0%). Factors affected teachers to become less competent in using interactive multimedia were internal factor and external factor. there were several internal factors such as teacher did not have qualified knowledge in using interactive multimedia, the teacher was not interested to participate in training or seminar related to developing skill in using technology and teacher was still relied on conventional media. Meanwhile, from external factor, there was no strong encouragement and school demands that teacher should be creative in learning activity. The use of interactive multimedia could visualize abstract material and could also present objects that were difficult to observe directly, especially implementing multicultural values in moral theology learning. Moral theology teacher who was not skilled in using and utilizing technology would find it difficult to achieve the expected learning objectives.

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