

IMPLEMENTATION OF HUMAN-BASED MEDIA IN ISLAMIC EDUCATION AT SMA PERTIWI 1 PADANG

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Abstract

This research aims to analyze the implementation of human-based media in learning Islamic religious education at SMA Pertivi 1 Padang. The main source of this research, researchers took from one Islamic religious education teacher and ten students. Research data was taken using observation, in-depth interviews, and documentary evidence. Furthermore, the data were analyzed through data reduction, data display, and making research conclusions. This research proves that human-based media by Islamic religious education teachers at Pertivi 1 Padang High School has been used for a long time and works well. Because the teacher already has sufficient insight regarding human-based media. The application of human-based media is divided into two, namely in the classroom by showing good gestures and public speaking and outside the classroom by exemplifying the style of speech, dress, and teaching respect to the teacher. The use of human-based media also has a positive impact on students, seen from the increasing learning outcomes during the use of human-based media. The inhibiting factors in the use of human-based media are the condition of the teacher, the condition of the students, and the environment. The supporting factors are the teacher's ability and the support of the school principal

Keywords: Human-Based Media, Islamic Education

INTRODUCTION

Education is a place that is one of the places to educate and produce the nation's successors who have high moral character and extensive knowledge. Education is a very important thing because the advancement of a civilization is determined by whether or not the quality of existing education is good (Wafi, 2017). In education, teachers have a very important role in improving the quality of education. The high quality of education is determined by the quality or not of a teacher because the teacher is the front guard who will

create and shape students who are smart, creative, and have noble characters (Wafi, 2017). Discussing education, in Indonesia Islamic Religious Education is one of the compulsory subjects that must exist at every level of education because it has a big role in shaping the character and noble character of students. Islamic Religious Education is a process of the education system that covers all aspects of life that are guided by Islamic teachings (Setiawan, 2019).

When talking about education, we cannot be separated from the six components of education, namely objectives, content/material, students, educators, media, and infrastructure. One component of education that is always the subject of discussion is the media, the media is a tool or device used to achieve educational goals that function as an intermediary in communication activities (delivering and receiving messages) between educators and students (Miftah, 2013). The media is one of the factors related to teaching that must be mastered by the teacher because with the media the teacher can convey learning material more interestingly and easily for students to understand (abdul wahid, 2018).

On the other hand, the rapid development of technology has resulted in renewal in the use of technology, especially in the teaching and learning process. The media will affect the information conveyed to students and also the final results of the learning process. Media can be interpreted as all forms and means of conveying information, used to achieve learning objectives, channel messages, and stimulate students' feelings, thoughts, wills, and attention (Suryani, Setiawan, & Putria, 2018). It can be understood that media is any form of intermediary or introduction that can be used to convey messages from educators to students in learning activities so that they can stimulate students' thoughts, feelings, concerns, and interests so that the teaching and learning process can take place.

Teaching and learning activities were already known at the time of the Prophet Muhammad. The learning media itself has been used by Rasulullah SAW. he immediately became a medium for conveying and teaching knowledge about Islamic teachings to his companions. As contained in a hadith as follows:

واشار باصبعيه "انا وكافل اليتيم فى الجنة كلها تين" عن سهل بن سعد قال قال رسول الله صلى الله عليه وسلم
يعنى السبابة والوسطى. رواه الترمذى وابوداود واحمد

From Sahb ibn Sa'ad said, Rasulullah SAW said: I and the caretaker of orphans are in heaven like this. The Prophet Muhammad indicated that his two fingers were pressed together, namely the index and middle fingers. (Narrated by Bukhari, Tirmidhi, Abu Daud, and Ahmad from Sahb bin Sa'd).

The hadith above explains Rasulullah SAW. in explaining the lesson regarding the position of people who care for orphans, namely obtaining a high and honorable position in heaven and will coexist with the Prophet later. Rasulullah saw. hinted at it with two fingers (index and middle finger) which he held together. Thus the friends more easily understand and understand the lessons given by Rasulullah SAW. Along with the current developments, many media have been created to improve the quality of learning. The fact is that learning media in the field is often faced with various problems, one of which is the educator himself, as found in Putri and Citra's research, there are three problems in using media, namely, 1) being unable to plan plans for using media, 2) the inability of teachers to apply media, and 3) problems in choosing the right media (Putri & Citra, 2019). Then it was strengthened by the results of Alwi's research which stated that the teacher's ability was one of the causes of the ineffective use of instructional media.

So the authors see that the ability of a teacher to use media is very crucial to the learning process, interestingly, not a few teachers forget that humans are one of the learning media that has even been implemented by Rasulullah SAW. in learning to his friends both from his behavior, the media of the tongue, hands, fingers, nose, facial expressions or expressions and others (Ya'cub, 2018). The media is human-based, this media is a medium that is used to send and communicate messages or information (Asmarnis et al., 2016). One of the words of Allah SWT. which discusses this human medium which is contained in the Al-Qur'an letter As-Sajdah verse 9 as follows:

ثُمَّ سَوَّاهُ وَنَفَخَ فِيهِ مِنْ رُوحِهِ ۗ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ قَلِيلًا مَّا تَشْكُرُونَ

Meaning: *Then He perfected and breathed into it His spirit (creation) and He made for you hearing, sight, and hearts; (but) you are so little grateful.*

The verse above explains that since the process of human creation, Allah has made hearing, sight, heart, and feelings that can be developed in their function and power in the educational process to master knowledge. This human-based media is used if our goal is to change the attitudes or behavior of students because they are directly involved with monitoring during learning. Human-based media has two effective techniques, namely problem-centered design and Socratic questioning (Asmarnis et al., 2016). With humans as the main actors in the learning process, the opportunities for interaction are increasingly wide open. Well-structured lessons not only make learning more interesting but also provide students with opportunities for mental experimentation and creative problem-solving.

Based on the observations that researchers have made at SMA Pertiwi 1 Padang, researchers found interesting things. First, the researcher found that PAI teachers in conveying material tend to give examples first to students and make themselves as media, either in the form of words or with body movements such as the tongue, hands, fingers, or expressions. face and also in conveying the material the teacher starts by giving questions that provoke students to think more critically about the material being studied. Second, through interviews with the principal of SMA Pertiwi 1 Padang, namely Mr. Firdaus, S.Pd, M.M explained that SMA Pertiwi 1 has started using digitization in every school activity. This condition shows that even though the development of technology is currently increasing rapidly and increasingly widespread, it turns out that there are still teachers who use human-based media in classroom learning, as has been exemplified by our role model for a long time, namely Rasulullah SAW.

Related to this, the researcher this study aims to analyze the implementation of human-based media and find out what are the inhibiting factors and supporting factors in the use of human-based media in learning Islamic religious education at SMA Pertiwi 1 Padang. Thus the researcher will examine it more deeply through a scientific paper entitled "Implementation of Human-Based Media in Learning Islamic Religious Education at SMA Pertiwi 1 Padang".

METHODS

This form of research is qualitative research with a qualitative descriptive approach, which is a research method in describing phenomena based on the perspectives of informants, finding diverse realities, and developing a holistic understanding of a phenomenon or event in a particular context (Helaluddin & Wijaya, 2019). Researchers determine 11 people as data sources who will be the target of interviews regarding the focus of the problem in this study. The eleven informants consisted of one PAI teacher and ten class X students at SMA Pertiwi 1 Padang who the researchers took using a purposive sampling technique. The informant met the criteria, namely, understood the problem under study, was active in the field being studied, had free time, and provided information based on facts (Sugiyono, 2014).

The data obtained were then analyzed by researchers using qualitative data analysis techniques according to Miles and Huberman, in which researchers carried out data

reduction, data display, and concluded the data (Iskandar, 2009). To increase trust and at the same time the data obtained can be accounted for, researchers need to check the validity of the data by triangulation, namely checking data with several sources, techniques, and time.

RESULT

In this section the researcher will thoroughly describe the findings during the research. The data obtained were the results of interviews that the researchers conducted with eleven (11) informants, consisting of one Islamic Education teacher in class X and ten students in class X at SMA Pertiwi 1 Padang. The results of these interviews are supported by observations and documentation that the researchers did while at the research location.

1. Use of Human-Based Media in PAI Subjects at SMA Pertiwi 1 Padang

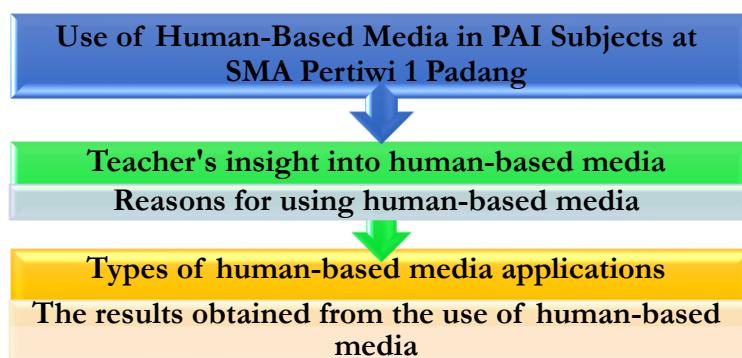


Figure 1. Use of Human-Based Media in PAI Subjects at SMA Pertiwi 1 Padang

a. Teacher's insight into human-based media

The use of human-based media has been known and applied in learning. This is by the excerpts from the interview that was conveyed by the PAI class X teacher below.

..., I have known about human media for a long time and I also know that human-based media is where humans apply all their inherent abilities to be used as tools to convey learning and themselves are examples that students will emulate, in my opinion, is very extraordinary to implement because here the teacher does not just provide material, but is also accompanied by examples or actions that make it easier for students to understand and remember what is being taught...

The informant explained that he had known about this human-based media for a long time. The informant made himself an example for students and with the abilities he possessed, the informant maximized the use of this human-based media in classroom learning.

b. Reasons for using human-based media

Then the researcher found that the informants felt interested in utilizing human-based media because this media was felt to be effectively used to convey learning material and human-based media had also been practiced or applied by the Prophet Muhammad. As the interview excerpt below.

..., I use this media because the learning material will be easier for students to reach, after all, the Prophet Muhammad SAW needs to know. has used this media to friends, where he directly set himself as an example and also used his limbs in conveying learning to friends, now that is my strong reason for using this human-based media because it directly refers to the way the Prophet Muhammad. in conveying teachings to his friends...

The informant explained that this human-based media is a good solution because some students have visual and auditory learning styles so by using human-based media the teacher can cover all students in the class. This was expressed by the informant as follows.

..., Indeed, in this day and age, we are required to master technology, but if you look at and pay more attention to the use of technology in learning, many of them are less effective. Now I think this human-based media can cover all student learning styles, both visual and learning styles through sound, so I decided to use this human-based media in learning, which is rarely used by teachers nowadays... and one important thing Almost all existing media require access to electricity and the internet, so if these are constrained then the media cannot be used, in such conditions, human-based media is needed in the success of the teaching and learning process...

c. Types of human-based media applications

Not only that, the informant explained that the use of human media was used not only in the learning process in the classroom, more than that, the informant explained that human media was also applied outside the classroom, such as in how to dress, speak words, and carry out other activities. As the following interview excerpt.

... this media is not only limited to the classroom but is also used outside the classroom. father or mother, even though the teacher is the same age as me, the goal is for students to feel that fellow teachers respect each other, especially as students...

Human-based media is carried out by informants by providing material through audiovisual, namely informants presenting material by showing movements and also good

public speaking so that students can digest the material well in the teaching and learning process. As the following interview excerpt.

..., I use this human-based media through student visuals where students see me making certain movements to make it easier for students to understand what I am conveying,... Well, through voice, I try to adjust my speaking style so that students quickly understand...

From the results of in-depth interviews with informants, the researchers found that the use of human-based media was not thoroughly used by teachers for each material, there were only a few materials, such as material about Islamic dress, the struggle for preaching the Prophet Muhammad. in Mecca, and honest behavior. This was conveyed by informants as follows:

..., even though I say this media is very effective, I don't use it in all materials, maybe in materials Muslim and Muslim women's clothing is a reflection of personality and self-beauty, maintaining honesty as a mirror of personality, and emulating the missionary struggle of the Prophet Muhammad. in Mecca, which I feel like I used the most... I gave an example of Islamic clothing by showing me to be neatly dressed and covering my private parts, when it comes to women's genitals I showed it by demonstrating where the boundaries of women's genitals were using my hands... as for the missionary struggle of the Prophet Muhammad. in Mecca I practiced using expression, enthusiasm, and I told how big the struggle of the Prophet Muhammad was. in Mecca... now in honest material, there are 3 honest things, namely words, deeds, and intentions (heart). I practice by carrying out what I order like I speak as it is, I do what I say. For example, I said that I would assess as is, so I gave their UH, UTS, and UAS results as they were without adding or subtracting anything. I think this is very relevant regarding the use of human-based media.

The informant's statement above was reinforced by the results of interviews with ten grade X students who confirmed that it was true that PAI teachers applied human-based media in the learning process. As the following interview excerpt.

..., Yes indeed, when teaching Mr. Ajat makes movements using his hands, facial expressions, and also good grammar in conveying material, but not all learning material is delivered by Mr. Ajat in this way...

d. The results obtained from the use of human-based media

The informant explained that so far the use of human-based media has shown positive results, students understand more and are also motivated to learn. Not only that but the results achieved can also be seen in terms of student learning outcomes which have increased. As stated by the following informants.

..., so far the media I have used has been good, some students seem enthusiastic, and student test scores are quite good...

Then this expression was confirmed by the opinions of ten students who all stated that learning PAI was fun and attracted students' interest in learning, as the following interview excerpts:

..., we enjoy learning PAI with Pak Ajat, very expressive, and we don't get bored, the human-based media used makes it easier for us to understand the learning material...

The good learning outcomes the researchers got from the documentation in the form of student learning outcomes score sheets which generally showed that most students got daily test scores (UH) above the KKM. From the opinions of the informants above, the researcher concluded that the use of human-based media in PAI subjects at Pertiwi 1 Padang High School had a positive impact on students.

2. Factors inhibiting the use of human-based media

Based on the results of in-depth interviews with informants and observations that researchers conducted, researchers found three (3) inhibiting factors from the use of human-based media in Islamic education learning. These three factors are the condition of the teacher, the condition of the students, and the environment.

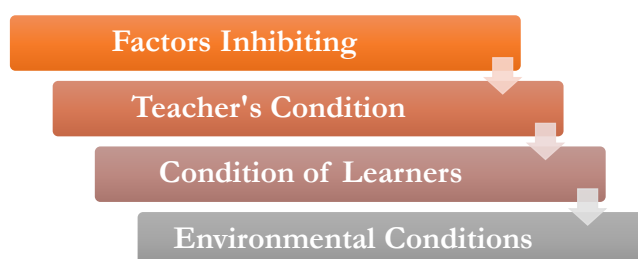


Figure 2. Factors inhibiting the use of human-based media

a. Teacher's condition

The condition of a teacher is an inhibiting factor in the use of human-based media, this is because a person's mood will have an impact on his activities, one of which is in providing learning at school. A good mood will have a positive impact on activities and vice versa, if the mood is not good then a person will not be maximal in carrying out activities. This was disclosed by informants as follows:

... this human-based media is very influential on the condition of the person concerned, sometimes a person feels bad feelings can be due to many things, and in my opinion, this is an inhibiting factor in the use of this media...

b. Condition of Learners

The researcher found that the condition of the students was an inhibiting factor in the use of human-based media, the informant said that class X students were in a transitional stage from junior high school to high school where students came from several different junior high schools, of course, had different learning styles. This was stated by the informant as follows:

..., if I observe that the class X students have different learning styles, this may be because they come from different junior high schools, so I sometimes have a little difficulty there...

c. Environmental conditions

The results of the research that the researchers have conducted state that environmental conditions are one of the inhibiting factors for the use of human-based media. This is because Pertiwi 1 Padang High School is known as a school that is active in various extracurricular fields, especially in the arts, so extracurricular activities sometimes interfere with the teaching and learning process. only one in PAI learning. This is as stated by the following informants.

..., One more thing, sometimes the existing extracurriculars are quite disturbing for me to teach and learn because it produces a sound that is loud enough to make it difficult for me when delivering material using orally...

3. Supporting Factors for the Use of Human-Based Media



Figure 3. Supporting Factors for the Use of Human-Based Media

a. Master's ability

The ability possessed by a teacher is one of the factors that support the use of human-based media because the teacher is the main character, if the teacher has both oral and visual skills when providing learning, then human-based media will be effective as expressed by the following informants.

..., this human-based media is the media produced by the teacher, so the more excellent the teacher maximizes verbal or visual-based learning such as the movements made by him, the more effectively the media is applied...

b. Support from School Leaders

The principal's support for the activities of the teachers in carrying out their duties, both material and non-material support, is very important and is also one of the supporting factors for the effectiveness of the learning provided by the teacher. This is as stated by the following informants.

..., So far the principal has always encouraged me and also supported all my efforts in providing learning. So, I am more active and enthusiastic in carrying out my duties as a teacher...

DISCUSSION

1. Use of Human-Based Media in PAI Subjects at SMA Pertiwi 1 Padang

a. Teacher's insight into human-based media

Knowledge of something is one of the drivers for the effectiveness of that thing, as well as in the use of human-based media. The teacher's ability to apply the media depends on how the teacher's insight into the media. The deeper the teacher's knowledge of media, the more effective its application will be (Adlin, 2019). In this study, it was proven that class X PAI teachers had good insight into human-based media. This was as stated by the informant in the dialogue interview. Informants know that the media is human and the teacher makes himself a medium for learning both visual and audio in nature which makes students gain knowledge and skills. Understanding that teachers are the most important factor in applying learning media where teachers must be able to choose and use learning media properly (Rohman & Susilo, 2019). The results of this study are also supported by research data conducted (Akbar, 2021). That the teacher's ability to manage the class, including using the media, is an important factor in the success of learning objectives. In Islam when someone

does something he should have deep knowledge of his field. As the hadith of Rasulullah SAW:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا ضَيَّعْتَ الْأَمَانَةَ فَانْتَظِرِ السَّاعَةَ
قَالَ كَيْفَ إِضَاعَتُهَا يَا رَسُولَ اللَّهِ قَالَ إِذَا أُسْنِدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَانْتَظِرِ السَّاعَةَ

From Abu Hurairah radhbilayyahu'anhu said; Rasulullah shallallahu 'alaihi wasallam said: "If the mandate has been wasted, just wait for the destruction to occur." A friend asked; what is the meaning of the mandate wasted? The Prophet replied; "If affairs are left to experts, then wait for the destruction." (Narrated by Bukhari No. 6015).

The hadith above explains that a teacher if he wants to apply a media should know the insights about the media. The researcher concluded that the insight of class X PAI teachers was quite good. This can be seen from how the expressions he conveyed to researchers through interviews.

b. Reasons for using human-based media

In determining the learning media of course some things need to be considered by a teacher. The media used must be by the material, the character of students, and other matters related to learning so that learning can run effectively and efficiently. As with the interviews that the researchers conducted with class X PAI teachers, he explained that the reason for choosing to use human-based media was because this media was felt to be effective for use in learning and made students more quickly understand the material presented, besides that the informant explained that the media This has been exemplified by the Prophet Muhammad. while teaching his friends. As contained in the word of Allah, namely Q.S. Al-Qalam verse 4.

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ

Meaning: "And indeed you are the truly virtuous and noble character."

The verse explains that the Prophet Muhammad SAW. is a good role model who has a noble character. In this verse, it is also explained that Rasulullah SAW. serves as an intermediary in conveying the teachings of Islam to his people. In addition, human-based media is urgently needed when there is no electricity and internet network, as it is known

that almost all existing media now require internet access. This human will be needed by the teacher in learning.

c. Types of human-based media applications

Not all media are suitable for application with all learning materials, as well as human-based media. Human-based media is suitable for use if the goal of a teacher is to change attitudes or behavior and wants to be directly involved in learning (Arsyad, 2009). In this study, the informants explained that this human-based media is not only used in the classroom but also outside the classroom, namely by providing examples of good attitudes and speech styles that can be easily understood by students by using member movements. her body.

Then, the informant also said that human-based media is not used for all material, but only for certain materials, namely Muslim and Muslim women's clothing is a reflection of personality and self-beauty, maintains honesty as a mirror of personality, and imitates the missionary struggle of the Prophet Muhammad. in Mecca on the matter of dressing according to Islamic law, honest behavior, and emulating the missionary struggle of the Prophet Muhammad. in Makkah. In more detail, the informant explained that Muslim and Muslim women's clothing is a reflection of personality and self-beauty, the informant explained and gave an example by showing how to dress neatly and cover the genitals, while women's genitals by showing the boundaries of the genitals using body movements. In maintaining honesty as a reflection of personality, the informant explained the material in audio and practiced it when teaching in class. Meanwhile, on the material of the Prophet's da'wah struggle. in Makkah which is done by using the expression, and passion and telling how big the struggle of the Prophet Muhammad. is in Mecca.

This statement was also reinforced by interviews with ten class X students who said that it was true that the PAI teacher used human-based media in certain materials and they felt it was easier to understand if the PAI teacher used human-based media in learning because the teacher immediately made himself as an example and maximize his ability in teaching. Based on the observations of researchers in the field, the researchers saw that what was said by the informants about the use of human-based media was true, the informant's used human-based media both inside and outside the classroom by practicing it directly. With the use of human-based media, researchers also see students become more enthusiastic about learning. This was proven when the researchers made observations at school and based on the results of

interviews with ten students they said that the human-based media applied by PAI teachers in the classroom made it easier for them to understand the lessons given.

d. The results obtained from the use of human-based media

The use of media in learning has a considerable influence on improving student learning outcomes because the media is an important factor that must be considered by the teacher so that learning can take place well. Using media makes students more interested and motivated in learning (Lubis & Ikhsan, 2015). Likewise, human-based media that assist teachers in carrying out the teaching and learning process in the classroom.

Based on the results of the interviews that the researchers obtained with the PAI teacher in class X who explained that the results of using human-based media had a positive impact on students, they became motivated and enthusiastic in learning, and also the values of students got better. This was also reinforced by interviews with ten class X students who said that they felt happy when PAI teachers used human-based media in learning because it made them understand more quickly what the teacher was teaching.

2. Factors inhibiting the use of human-based media

a. Teacher's condition

A teacher must have competence, one of which is professional competence, meaning that when teaching in class the teacher should not mix personal problems with work because it will affect the teaching and learning process. In teaching the teacher's condition, of course, must be in a stable condition so that learning can take place well. Good or bad conditions or the mood of a teacher will have a big influence on learning, as with human-based media, the condition or condition of the teacher is an inhibiting factor in its use.

As with the interviews that were conducted with class X PAI teachers at SMA Pertiwi 1 Padang, the informant explained that the teacher's mood will affect the use of human-based media, if the teacher's mood is not good then the use of human-based media cannot be applied optimally. Therefore a teacher must have a professional attitude so that learning objectives can be achieved. So that researchers can conclude that one of the inhibiting factors in the application of human-based media at SMA Pertiwi 1 Padang is the condition of a teacher when teaching.

b. Condition of Learners

Learners are a group of people who try to develop their competencies through the learning process (Harahap, 2016). Learners have the nature and character of each and different learning styles. Conditions like this are one of the inhibiting factors in the use of human-based media because teachers sometimes have difficulty adjusting the media used. As explained by the PAI teacher in class X at SMA Pertiwi 1 Padang through interviews, the informant explained that class X students come from different junior high schools and of course have different learning styles so teachers find it difficult to use this human-based media. (Emda, 2017) explained in his research that student conditions have a great influence on the learning process and also good student conditions will be able to achieve the desired learning goals. From this description, the researcher concluded that the condition of students is an important factor in the learning process, including the use of human-based media.

c. Environmental conditions

The environment is one of the important factors that must be considered when studying. Because, the environment will affect the effectiveness of the teaching and learning process (Widyaningtyas et al., 2013). The environment is not only limited to the interaction of teachers and students, but the environment is everything related to animate or inanimate objects or a condition that exists around us that can influence a person's behavior either directly or indirectly to achieve educational goals optimally.

A comfortable learning environment will make the teaching and learning process take place optimally. However, if the environmental conditions are less conducive it will adversely affect learning. This was also explained by the PAI teacher in class X SMA Pertiwi 1 Padang, the informant explained that environmental conditions at SMA Pertiwi 1 Padang were one of the inhibiting factors in the use of human-based media because SMA Pertiwi 1 Padang was very active in extracurricular activities, especially in the arts, so that activities These extracurriculars sometimes interfere with learning because they produce loud noises.

In line with research conducted by (Mawardi, 2019) which explains that the condition of the school environment determines students' acceptance of the learning provided. So, the researcher can conclude that the conditions of the learning environment are one of the important factors that must be considered, if the environmental conditions support learning activities, the results obtained will be maximum, and vice versa if the learning conditions are not supportive, the results obtained are also not as expected.

3. Supporting Factors for the Use of Human-Based Media

a. Master's ability

The ability of a teacher is a major factor in providing teaching to students. The ability of teachers includes everything, not only knowledge but also personal, social, technological, spiritual abilities, and other abilities related to components of the education system (Nurarfiansyah et al., 2022). The higher the teacher's ability, the more intelligent, creative, and innovative students will be created. If the teacher can explore his abilities well, then the teaching and learning process will also take place well. A teacher is required to master four competencies, namely:

- 1) Professional competence is the ability of teachers to develop their abilities, be responsible, and carry out roles well to achieve educational goals.
- 2) Pedagogic competence, is the teacher's ability to understand and recognize the characteristics of students, as well as develop a curriculum in making attractive learning designs.
- 3) Social competence, is the teacher's ability to interact with students, parents of students, and the surrounding environment either directly or indirectly.
- 4) Personal competence is the personal ability of a teacher to set an example of being mature, wise, wise, responsible, noble, and other good deeds, so that he becomes a role model for students.

The ability of the teacher above is something that must be given maximum attention by the education system. Because the ability of the teacher has an important role in the success of a lesson. Therefore the teacher must be able to improve every competency that exists in him. The results of this study also show that teacher competence is one of the supporting factors for the use of human-based media at SMA Pertiwi 1 Padang. As with the interviews that the researchers conducted with PAI teachers in class X at SMA Pertiwi 1 Padang which stated that human-based media is media produced by the teacher by maximizing all abilities possessed, the greater the teacher's ability to maximize learning, the more effective the media will be. applied. (Ismail, 2010) his research also explained that the ability of teachers is one of the factors that influence whether or not learning objectives are achieved at school. Researchers can conclude that the ability of the teacher is very important, because the teacher is the main component in education, if the teacher has good abilities then learning can take place well.

b. Support from School Leaders

The success of a lesson is inseparable from the support of each other, be it the principal, fellow teachers, and everyone related to the school. The principal's leadership becomes a mediator who can provide motivation and support to teachers so that they can maximize the abilities that exist within them (Kristen et al., 2018). Not all things can be done by the teachers themselves, they need support and appreciation to be able to explore and improve the abilities they have. The results of this study indicate that the support given to teachers, especially from school leaders, for teacher activities in carrying out their duties is also one of the supporting factors in implementing human-based media at SMA Pertiwi 1 Padang. In line with the opinion (Susanto, 2016), the support of the school principal will affect the quality of teachers' teaching. Based on the results of the researcher's interview with the PAI teacher in class X at SMA Pertiwi 1 Padang, explained that the principal always provides support for all forms of activities carried out by him both materially and non-materially, so that the informants become more active and enthusiastic in carrying out their duties.

CONCLUSION

Based on the results of the research above, it can be concluded from the use of human-based media in learning Islamic religious education in class X students at SMA Pertiwi 1 Padang as follows:

1. The use of human-based media in learning Islamic religious education in class X students at SMA Pertiwi 1 Padang is effectively used, this can be seen from the results of interviews with class X PAI teachers and ten class X students who stated that by using human-based media PAI teachers are very helpful in teaching in class and making students more quickly understand and understand the material being taught.
2. Learning using human-based media has factors that influence it, both inhibiting and supporting factors. The inhibiting factors are the condition of the teacher, the condition of the students, and the condition of the environment. While the supporting factors are the ability of teachers and support from school leaders.

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