DALE'S THEORY IN PAI MEDIA STUDY FRIDAY CALL GUS MUS

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Abstract. Humans have built various civilizations from time to time so that humans born at each time must adapt to the ongoing living conditions. Along the way, man is never satisfied with what has been achieved. The revolution of the times is constantly changing and developing dynamically according to human needs. The revolution of the era led to many aspects of life including in terms of science and technology. This requires the world of education to open up to changes that continue to occur and must respond to the development of information and communication technology that is increasingly rapidly affecting life. in this case, Friday Call responded to the problem. Friday Call is an innovation made by KH. Ahmad Mustofa Bisri and aimed at Islamic proselytizing. The social media used by itself is Instagram which is currently widely used by the community. The Friday Call media used by Gus Mus in delivering Islamic material can attract the public because it is packaged in a display in the form of images containing words full of meaning Islamic teachings that are easy to understand by a heterogeneous society. There are words that are acceptable to the general public.

Keywords: Dale's Theory, PAI Media, Friday Call Gus Mus

INTRODUCTION

Humans have built various civilizations from time to time so that humans born at each time must adapt to the ongoing living conditions. Along the way, man is never satisfied with what has been achieved. The revolution of the times is constantly changing and developing dynamically according to human needs. The revolution of the era led to many aspects of life including in terms of science and technology. This requires the world of education to open up to changes that continue to occur and must respond to the development of information and communication technology that is increasingly rapidly affecting life.

Edgar Dale is a figure who provides the basis of a media classification that can still be used today. With the background of an educator, Edgar Dale contributed his passion in the field of learning media, namely the formulation of the relationship between learning theory and audio-visual communication. Media is theoretically defined by all things in the form of material designed in such a way that is used in conveying information and building interactions.[1] Therefore, the use of media is important because in efforts to prevent and treat morals are carried out through learning, while in the implementation of learning now without learning media it will be crisp and uninteresting both in the classroom and learning to the community.[2]

One of the learning media used today is social media. With the existence of social media that makes it easier for everyone to access all their activities, of course, the development of this era is well utilized by everyone who has become an important element of the development of this era. For example, in applications such as Youtube, Facebook, Twitter, Instagram and other social media accounts, there are many proselytizing contents that are published by various people such as the da'wah team, asatidz, and ulama.

In this case, the author will connect the Friday Call proselytizing method carried out by KH. Mustofa Bisri or often called Gus Mus as one of the learning media for PAI with Dale's Theory.

RESEARCH METHOD

This research is a qualitative research with descriptive qualitative methods and is carried out with a phenomenological approach. Research conducted directly (field research) by coming and meeting in person to obtain the necessary information data. This research will explain, describe and analyze an event, namely the role of parents in early childhood self-control. The results of this study will be reviewed and presented in the form of words or narratives to describe the data of the research results.(J. Moleong, 2016) The subjects of this study were Mr. (FN) and Mrs. (LA) as parents who applied self-control habituation to their children. The object in this study is the self-control ability possessed by the children of Mr. (FN) and Mrs. (LA). The identities of sources and informants are disguised according to requests. Researchers collected data through observation, which is to observe the treatment of parents given to their children related to self-control abilities in early childhood. Then the observation data is recorded and contextualized with the results of the researcher's interview with parents related to the habituation of children's self-control in the family. Researchers analyze data findings by: reducing data specifically by sorting out what is needed and what is not needed related in the study. After reducing, the data produced is data that is already valid and relevant and can be identified as a whole related to the role of parents in early childhood self-control.

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[1] M Yaumi. *Media dan Teknologi Pembelajaran*. (Jakarta Timur: Prenada Media, 2018) . 16

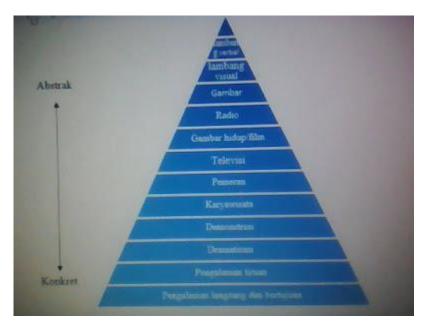[2] Supandi, S. (2021). Implementasi elektronifikasi pembayaran di lembaga tmi al-amien prenduan sumenepmadura. *Al-Ulum Jurnal Pemikiran Dan Penelitian Ke Islaman*, 8(1), 28-42.

RESULT AND ANALYSIS

1.1. Teori Edgar Dale (Dale's Theory)

Edgar Dale was born on April 27, 1900 in Benson, Minnesota. Dale was an educator in America, he died at the age of 85 on March 8, 1985 in Colombus, Ohio. Dale is an expert in journalism and a leader in the humanistic tradition. Dale is considered a person who has expertise in the field of media in education and teaching. This is evidenced by his contribution in providing a methodology for analyzing the content of moving images. His work that inspired the theory of learning media was the audiovisual methods in teaching book in 1964 and this theory is known as the con of experience theory. The con of experience theory is Dale's initial attempt at underlying the link between learning theory and audiovisual communication. This theory explains the medium that deals with learning experiences from the most concrete to the most abstract. The more upward the cone, the more abstract it will be, but on the contrary, the lower the cone, the less abstract or more concrete it is. The theory of con of experience is still one of the images used as the basis for the theory of the use of media in learning activities.

The con of experience theory underwent two revisions, this was influenced by the development of the media and the theory at that time, this can be seen in the book revisions that Dale made to the dramatic experience of adding television this was influenced by the development of television. Then the revision made by Dale because of his interest in Bruner's psychological theory concept of three levels of learning modes, namely direct experience, pictorial experience / images and iconic experiences.[3]

Dale Experience Cone Image

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[3] Muhammad Nasrullah, Hamdan Adib, M Misbah, Syafrawi,M.Sahibudin, *Dale's Theory Dan Bruner's Theory(Analisis Media Dalam Pentas Wayang Santri Ki Enthus Susmono, Jurnal Penelitian Dan Pemikiran Keislaman. Vol.8. No.2* (Juli 2021), 228

Edgar Dale's cone of experience there are twelve levels of learning experiences using media as follows:

1. Hands-on and purposeful experience

    Direct experience is gained by means of direct contact. While the experience of aiming is obtained by having goals to achieve. Direct experience is also the experience that students gain as a result of their own activities. Students experience, feel for themselves everything related to the achievement of goals.[4] Students are directly related to the object to be studied without using intermediaries. Because it is obtained by students directly, it becomes concrete so that it will have high accuracy. So that through this direct experience it will be able to provide a more real learning atmosphere for students because they can carry out various activities in the learning directly. For example, in making reliefs, students can be directly involved in making them with the direction of the educator of course.

2. Mock experience

    This experience is gained with imitation objects or events of the actual. Experience gained from manipulating an object that is close to the real thing. The mock experience is not a direct experience anymore, because the object being studied is not original but one that resembles its true form. The benefit of studying artificial objects is to avoid the occurrence of verbalism. Suppose the student will study polar bears or pandas. Therefore, the animal is difficult to obtain, let alone carry in class, so to study it can use animal models that resemble these difficult animals but are made of plastic With this imitation experience, it can give students a clearer picture of a particular object. So that it can minimize the existence of misunderstandings or misunderstandings by students in receiving information.

3. Dramatisasi

    Experience through drama, experience gained from the conditions of the drama (demonstration) by using the scenario according to the objectives to be achieved. Although students do not experience it firsthand, students will better live up to the various roles played. The goal is for students to have a broader and more concrete learning experience[5]. Presentation in the form of drama, of various movements with clothes and decorations.[6] Where with the compatibility between movement and clothes and decorations designed in such a way, the drama can be conveyed more clearly. For example, with certain clothes can depict the figure of a certain figure in the play.

    This dramatization can be performed in the dipanggung (de play), local historical performances performed in the open (the pageant), silent plays (panronime), games that are skene that have no movement or sound (tableau), plays consisting of dolls that are dressed (pupet), dramas that are individual in nature that describe the tensions contained in him (psyco-drama), social dramas (socio-drama), or role playing (role playing).[7] Through this drama, the message that the players want to convey can be channeled to the audience more clearly.

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[4] Wina Sanjaya, *Media Komunikasi Pembelajaran*, (Jakarta: Kencana Pranada Media Group, 2012), hlm. 65

[5] *Ibid,* hlm. 65-68

[6] Rostina Sundayana, *Media dan Alat Peraga dalam Pembelajaran Matematika: untuk guru, calon guru, orang tua dan para pecinta matematika*, (Bandung: Alfabeta, 2014), hlm. 26-29

[7] Asnawir dan M. Basyiruddin Usman, *Media Pembalajaran*, (Jakarta: Ciputat Perss, 2002), hlm. 22

4. Demonstration

A demonstration is a guide on how to create a process[8]. Experience through demonstration is a technique of conveying information through demonstration. For example, in a play students are directly involved in the problem played out even though it is not a real situation, then the student demonstration experience only sees other people's demonstrations.[9] In other books, demonstrations are explained, namely experiences through pilots or performances about a thing or something, for example how to make food, detergent soap and so on.

5. Karyawisata

Field trips are bringing in classes of out-of-school objects intended to enhance, enrich and expand the student experience. By doing this field trip experience, it will make the class active to observe a certain object, take notes, do question and answer and make reports.[10] In another book, Travel experience, which is an experience gained from a student's visit to an object to be studied. Through the tour students can observe in person, take notes and ask about the things visited.[11] By working on tourism, in addition to being able to increase students' knowledge, it can also be used as an educational means of entertainment.

6. Exhibition

An exhibition is an attempt to show a work. Through the exhibition, students can observe things they want to learn such as works of art, whether written art, sculpture, or historical objects and the results of modern technology that work in various ways. Exhibitions are more abstract in their work compared to tourism, because the experience gained is only limited to the activity of observing the form of the object itself, however, to gain insight, it can be done through interviews with guides and reading leaflets or booklets provided by the organizer.[12]

Such experience can be gained through the performance of the results of student work, the development and progress of the school. The objects on display can be in the form of specimen models of handicraft goods and so on. The holding of this exhibition aims to show the work of students, work and school progress in the eyes of the general public.

7. Television

The experience through television is an indirect experience, because television is an intermediary. Through television students can watch various events remotely corresponding to the designed program.[13] In another book, it is said that television is a medium used to convey education to children and society obtained through programs that are broadcast through television, such as the Indonesian Educational Television (TPI) program and other televisions that can provide educational shows. Through this television media, students can get an overview of various objects or events in any part of the world, which later provides information that can be used as information in learning. The most important thing is that the shows contained in it are educational for the audience, especially children.

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[8] *Ibid*, hlm. 26-29

[9] Wina Sanjaya, *Media Komunikasi Pembelajaran*, (Jakarta: Kencana Pranada Media Group, 2012), hlm. 66

[10] Asnawir dan M. Basyiruddin Usman, *Media Pembalajaran*, (Jakarta: Ciputat Perss, 2002), hlm. 22-23

[11] Wina Sanjaya, *Media Komunikasi Pembelajaran*, (Jakarta: Kencana Pranada Media Group, 2012), hlm. 66

[12] *Ibid* , hlm. 67

[13] Wina Sanjaya, *Media Komunikasi Pembelajaran*, (Jakarta: Kencana Pranada Media Group, 2012), hlm. 67

8. Live image or movie

   A series of images projected onto a screen that looks like an actual image. This live image or movie provides a visual and audio display. So it will be more interesting to enjoy. By observing the film, students learn by themselves even though the material studied is limited according to the script compiled.

9. Radio

   It is an audio media that can be used for learning media effectively and generate motivation for the listeners obtained in the form of lectures, interviews, skits and so on. Experience through radio or this type of recorder is abstract compared to experience through living images, because it only relies on one of the senses, namely the sense of hearing.

10. Picture

    That is, everything that is visually embodied in two-dimensional or three-dimensional form. The experience here is obtained from everything that is visually embodied such as in two-dimensional form as an outpouring of feelings and thoughts, for example curry illustration paintings, cartoons, posters, portraits, slides, and so on.[14] The image can give a specific message to its viewers when viewing it.

11. Visual emblem

    A picture that as a whole can be visualized. Experience here is gained through visual symbols, such as the results of paintings that are complete or incomplete (sketches), combinations of lines with images that are logically inscribed to demonstrate between facts and ideas (charts), images that annotate numbers (graphs), drawings for knowledge, warnings or evocative (posters) of paintings that are serialized in the form of stories (comics), drawings for mrnghibur, mengritik (cartoons), a combination of lines and drawings that show an abstract internal composite (diagram), and an image that envisions the symbol of the actual state (map). Experience through visual symbols such as graphs, drawings and charts. As a means of communication, visual symbols can find out a wider knowledge of sisiwa. Students can understand various developments or structures through charts and other visual symbols.[15]

12. Word symbol

    This kind of experience can be obtained in books and reading materials.[16] For example in the Big Dictionary of Indonesian, we can find a collection of words that have a certain meaning. Experience through verbal media or word symbols, is an experience of an abstract nature, since students gain experience through language, both oral and written.

    Through the cone of experience it can be understood that direct experience has the main and greatest place, while learning through the abstract is at the top of the cone. This explains that the teaching and learning process does not have to be by learning by doing or in Dale cones depicted with concrete experience, but is tailored to the needs and abilities of learners with consideration of learning situations. If the situation allows and the theory of learning can be applied with direct experience then this becomes better, but if it cannot then in obtaining lessons through various senses, both sight, hearing, feeling, smell and touch.

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[14] Asnawir dan M. Basyiruddin Usman, *Media Pembalajaran*, (Jakarta: Ciputat Perss, 2002), hlm. 23

[15] Rostina Sundayana, *Media dan Alat Peraga dalam Pembelajaran Matematika: untuk guru, calon guru, orang tua dan para pecinta matematika*, (Bandung: Alfabeta, 2014), hlm. 26-29

[16] Asnawir dan M. Basyiruddin Usman, *Media Pembalajaran*, (Jakarta: Ciputat Perss, 2002), hlm. 24

13. Jum'at Panggil Gus Mus Sebagai Media Pembelajaran PAI

The poet who is also the Caretaker of the Raudhatut Thalibin Leteh Rembang Islamic Boarding School, Central Java, KH Ahmad Mustofa Bisri or commonly called Gus Mus often shares uploads entitled "Friday Call" every Friday through his personal Instagram @s.kakung. Friday Call itself is an upload that has a message in the form of religious advice in everyday life.

If you examine in depth the narrative or proselytizing message conveyed in the content, there will be several messages, including the following:

First, the message of religious moderation, in this case it is no longer surprising that, Gus Mus as a senior cleric in the Nahdlatul Ulama (NU) Mass Organization in every tausiah or his lectures proved to be acceptable in all circles, ranging from youth, adults to parents even though he was always open to Gus Mus's proselytizing style, whenever and wherever he preached. It is certainly not something that is merely coincidental, but the ordinance or methodology of proselytizing Gus Mus always sticks to the principles of washatiyah or the principles of moderation, which anyone who adheres to these principles entrusts himself to always be tawassuth (middle understanding), tawazzun (understanding balance), tasamuh (understanding tolerance or tolerance) and i'tidal (understanding justice). Then in turn will bring the perpetrators of this moderation principle to attitudes and behaviors that are acceptable to everyone, regardless of any background and come from any group or group.

Second, the humanist Islamic message, in addition to the washatiyah principles, Gus mus also seems to be consistent in actualizing the principle of humanism (humanity) which is collaborated with the principle of rahmatan lil 'alamin in Islam. This humanist Islamic principle can be understood as an ordinance or attitude of religiousness that not only tends to be individual pious but also calls for a social pious orientation, not only focusing on connecting with God vertically but also focusing on his relationship with man horizontally. That is, in other words, humanist Islam imprinted in Gus Mus's proselytizing encourages us (Muslims in particular and humanity in general) to always be meek, peaceful manners and anti-violence in any motive. Man was essentially created by God on the grounds of worshipping or serving Him, but in that devotion man is forbidden to make mischiefs on the face of the earth.

Third, the message of fraternal solidarity, wherever Gus Mus is and whenever Gus Mus preaches no branch is broken or no heart is offended by his proselytizing. Gus Mus always called on people to unite and work together in caring for the ropes of brotherhood, both brotherhood of fellow religions, fellow nations, and fellow human beings. It is the three models of brotherhood that make Gus Mus feel cool both in his lectures in person and in his posts on social media. [17]

1.2. Analisis Jum'at Call Gus Mus menggunakan Dale's Theory

Friday Call lui-même est un téléchargement qui a un message sous la forme de conseils religieux dans la vie quotidienne, Friday Call est utilisé comme un moyen de prosélytisme des enseignements islamiques. Le téléchargement a un message sous la forme de conseils religieux dans la vie quotidienne, qui est sous la forme d'images et de photos et il y a une phrase simple ou une écriture audio sous la forme d'une voix de Gus Mus lui-même.

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[17] Fahmi Arif Amanullah, *Analisis Permainan Bahasa Dalam Konten Dakwah Jum'at Call pada akun Instagram GP Anshor Perspektif Ludwig Wittgenstein,* (Universitas Islam Negri Sunan Ampel Surabaya), hlm. 60-61

Si vous regardez les médias utilisés par Gus Mus dans son Friday Call et analysés avec la théorie d'Edgar Dale, l'explication des enseignements islamiques qui est décrite au troisième niveau à partir du bas ou qui est encore abstraite, l'expérience acquise par la communauté est au stade de l'image. À ce stade, le public entend non seulement ce que dit Gus Mus, mais voit également des images qui contiennent des phrases courtes mais qui doivent signifier Gus Mus en tant qu'images. Le niveau de connaissances acquis par la société n'est qu'abstrait. Parce que selon la conclusion de Dale dans le cône d'expérience, il a fait que le matériel qui est directement appliqué, plus les connaissances acquises sont concrètes et le matériel qui n'est pas directement appliqué, plus la connaissance obtenue est abstraite.

Although it is still in the level of Pictures with the media Friday Call, many people can access or follow and listen to the short writings of Gus Mus. In this day and age, many people use social media so that it is very easy to access by the general public. Médias Friday Call is also carried out by Gus mus continuously and enjoyed by the community, with the continuity of proselytizing through social media or Friday Call containing religious advice will provide understanding to the community about the teachings of Islam that must be done.

With the knowledge possessed by the community, they will carry out the teachings of Islam in accordance with the predetermined. Through this, people will gradually begin to change their lives, as explained in the Friday Call Gus Mus study.

In addition, the use of short and interesting languages that require the meaning of Islamic teachings, helps convey the message conveyed through pictures, writings, and media by Gus Mus.

CONCLUSION

Friday Call is an innovation made by KH. Ahmad Mustofa Bisri and aimed at Islamic proselytizing. The social media used by itself is Instagram which is currently widely used by the community. The Friday Call media used by Gus Mus in delivering Islamic material can attract the public because it is packaged in a display in the form of images containing words full of meaning Islamic teachings that are easy to understand by a heterogeneous society. There are words that are acceptable to the general public.

Looking at the media used by Gus Mus through Friday Call from Dale's theory, it can be understood that the implementation of Friday Call uses image media or uses images or visualizations in explaining a material. The understanding gained by the community is only in the understanding of the pictorial stage.

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