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Learning Islamic Religious Education in State Elementary Schools Using Technology-Based Media

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan kemampuan guru dalam menggunakan media berbasis teknologi, media apa yang digunakan guru dalam proses belajar mengajar, dan permasalahan apa yang dihadapi guru dalam menggunakan media pembelajaran berbasis teknologi. Penelitian ini merupakan penelitian lapangan yang menggunakan metode deskriptif kualitatif, yaitu dengan menggambarkan objek penelitian apa adanya. Subyek penelitian ini adalah Kepala Sekolah, Guru PAI dan Siswa. Metode pengumpulan data menggunakan observasi, wawancara dan studi dokumentasi. Dalam memeriksa keabsahan data yang penulis peroleh di lapangan, penulis menggunakan teknik triangulasi yaitu; triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Hasil penelitian menunjukkan bahwa: pertama, guru mampu mengikuti perkembangan zaman dalam menggunakan media berbasis teknologi dalam pembelajaran Pendidikan Agama Islam, namun tidak menerapkan kemampuannya dalam proses belajar mengajar. Kedua, dalam perangkat pembelajaran, guru PAI sudah menggunakan media pembelajaran berbasis teknologi walaupun belum bervariasi, namun kenyataannya di lapangan hanya mengajar secara konvensional. Ketiga, masalah yang dihadapi guru tidak selalu berpengaruh besar terhadap hasil belajar siswa. Guru dapat melaksanakan kewajibannya dengan baik meskipun tidak sepenuhnya didukung oleh media pembelajaran.

Kata Kunci: Media Pembelajaran, Proses Pembelajaran, Pendidikan Agama Islam

Abstract

The purpose of the study is to describe the ability of teachers to use technology-based media, what media teachers use in the teaching and learning process, and what problems teachers face in using technology-based learning media. This research is field research that uses a qualitative descriptive method, namely by describing the research object as it is. The subjects of this research are the Principal, PAI Teachers, and Students. Technique of data collection used observation, interviews, and documentation studies. In checking the validity of the data that the writer got in the field, the writer used the triangulation technique, namely; source triangulation, technique triangulation, and time triangulation. The research findings show that: first, teachers can keep up with the times in using technology-based media in Islamic Religious Education learning, but they do not apply their abilities to the teaching and learning process. Second, in learning tools, Islamic Religious Education teachers have used technology-based learning media although they have not varied, in reality in the field they only teach conventionally. Third, the problems faced by teachers do not always have a major effect on student learning outcomes. Teachers can carry out their obligations well even though they are not fully supported by learning media.

Keywords: Learning Media, Learning Process, Islamic Religious Education

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INTRODUCTION

The development of the current learning process, learning for educators and students is much assisted by technology. In the implementation of the teaching and learning process, it should be designed to look attractive and be assisted by information technology. So that the resulting value is not only able to improve the ability of students, but also can form a happy attitude for all students (Pura et al., 2021).

The development of information technology is currently used in almost every human need. One aspect that does not escape is the use of information technology in education (JF, 2020). In the world of education, information technology is used as a scope for learning media that presents teaching materials so that they are more interesting, not monotonous, and easy to present teaching materials. (Ghazali, 2020)

Advances in technology also affect and provide challenges for the world of education (Nurastuti & Yuana, 2021). Thus the role of teachers in utilizing information technology to be more appropriate and play a role in providing information for the younger generation regarding the use of technology to be more appropriate and more meaningful (Hayati, 2021). Educational information technology acts as a liaison to transfer knowledge without eliminating the initial model of learning in the classroom. Thus, information technology tends to act more as a tool in the teaching and learning process. Through a scientific way of teaching, it is expected that the results of the learning process start to look. Ideally, it is hoped that in the future learning will be used as a technology that can be recognized and become a reference for teachers (Dermawan et al., 2021).

Advances in information technology are very influential in improving the perspective of people in learning (Soetrisno & Yoku, 2019), getting information, aligning information, and more. Technology also presents an opportunity for teachers to expand the way of teaching to get maximum value. Likewise, for students, the role of technology is expected to help students understand information appropriately and directed (Dermawan et al., 2021). Thus, teachers need to understand computers to make them easier to use, this avoids students from feeling bored so that educational goals can be achieved optimally (Huda, 2020).

Technology and information in schools should be able to be used in the learning process, besides making it easier it can also make teaching and learning activities more interesting. As technology advances, there are still many teachers who have not been able to use technology and information to the fullest (Ramadhan, 2019).

PAI subjects at school most often use the story and memorization method (Kosasih & Kurnia, 2019). This requires students to have a strong memory in memorizing the lessons given (Rahadian et al., 2019). Meanwhile, students only get learning materials that come from the teacher without being assisted by other sources of information (Muzahid & Ar, 2019). This is the main cause of student boredom, so students are not focused on learning and teachers feel unappreciated during the teaching and learning process (Muharika & Agus, 2019).

The learning process is very important. This is interpreted as the progress and decline of education depending on the learning process obtained by the student (Ugiarto et al., 2017). In teaching and learning activities there is a two-way relationship between teachers and students, thus most educators have experienced less conducive learning conditions. It is often seen that students are not serious, playing games with their friends (Stern, 2019), so that the class becomes noisy which results in learning objectives cannot be achieved well. A similar condition also occurred at SDN 2 Bengkulu City, where during the learning process, it was seen that students did not focus on receiving lessons, talking to their classmates, going in and out of class, and students were hanging around outside the classroom, sitting in the stalls while playing. guitar, eating, and even smoking (Hapsari et al., 2015). Then seen from the way teachers teach, most teachers use the story method, dictate, question and answer and practice without using learning media (Deandels, 2018). The way out of this problem that teachers can do to make students more active in learning is to be assisted by using the development of learning computers at this time is growing very rapidly. Many varieties and options are offered by learning

program developers. Learning computers or CAI (Computer Assisted of Instructional) exist in the form of tutorials and learning media (Dewew, 2020). The role of learning computers in Indonesia is enormous. The ease of use makes learning computer programs widely used inside and outside the school for the benefit of independent learning.

In addition to what has been described above, the role of educational technology in Indonesia is its role in schools and curriculum implementation. The role of educational technology in schools is in the management and utilization of media and learning resources. Some advanced schools have used the principles of educational technology in managing and utilizing media and learning resources.

Currently, we in Indonesia and several other developing countries are entering the civilization of the industrial revolution era 4.0 (Stern, 2019) (Deandels, 2018), where this era has replaced facilities and infrastructure that are internet-based. In the world of education, especially in the world of training within the ministry of religion, line personnel in the ministry of religion have changed the system of communicating and meeting face to face using an online-based application. For example, the example that the author is experiencing is in early April 2020, getting a task as a resource person to provide material to teachers in the Mempawah district using the Zoom cloud meeting application (Irmistisia, 2015). This virtual meeting zoom application is truly extraordinary, one of the applications that invite users to meet face to face simultaneously in online training forums (Faroh et al., 2014). The tutor himself is located in Jakarta and forty participants are located in the Mempawah district, West Kalimantan, can meet face to face, discuss and greet each other on the same channel, as in the same classroom. This application creates a teaching system in the same classroom. the religious training center has changed from classical training to virtual training.

METHOD

SDN 2 Bengkulu City with Accreditation B status located at Jalan Meranti Raya Number 32. Principal, SDN 2 Bengkulu City already has Computer Laboratories but not all students can use them all the time. Computer labor can only be used by students in ICT subjects and even then in one local area, it is divided into 2 rounds. Schools are also supported with hotspot facilities that can only be accessed by the teacher and not yet functioned so that they can be accessed by students to support the teaching and learning process at SDN 2 Bengkulu City.

Furthermore, the school also provides 4 projectors for teachers of SDN 2 Bengkulu City as a supporting facility in the teaching and learning pro(Ugiarto et al., 2017) access to make it easier for teachers to present teaching materials to students and to achieve learning objectives optimally, but schools have not provided projectors in all locales because of the limited cost and safety of the school environment. SDN 2 Bengkulu City has staff and educators who are predominantly Bachelor's graduates, but not all teachers can apply the supporting facilities provided by the school such as projectors and android mobile phones that are connected to the internet network. Then, there is no special training for teachers to increase their knowledge in the field of information technology. The skills possessed by SDN 2 Bengkulu City teachers are currently obtained from independent study and study in college. Qualitative methods help provide rich descriptions of phenomena. Qualitative encourages understanding of the substance of an event. Thus, qualitative research is not only to fulfill the researcher's desire to get an overview/explanation but also help to get a deeper explanation (Sofaer, 1999). Thus, in qualitative research, researchers need to equip themselves with adequate knowledge regarding the problems to be studied.

Creswell (2007, p. 45-47) mentions several characteristics of good qualitative research, including:

1. Researchers use procedures to get the right data.
2. The researcher limits the research within the assumptions and characteristics of the qualitative approach.
3. The researcher uses a qualitative approach in his research.
4. Researchers start research with one focus.

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5. The research contains detailed methods, appropriate approaches in data collection, data analysis, and report writing.
6. The researcher analyzed the data using analysis separation on several levels.
7. Researchers write persuasively so that readers can feel the same experience.
8. The research process with a qualitative approach

RESULTS AND DISCUSSION

In using technology-based learning media, teachers must understand how to operate it according to the correct procedure. Teachers must be able to manage data and use computers for the purposes of the learning process and teachers must know how to close learning and access computers according to the correct procedures. In line with the theory put forward by Munir, he stated, the skills that a teacher must have when using computer media are:

1. The teacher must know how to operate the computer he uses
2. Teachers must have knowledge of the selection of suitable software for use in the teaching and learning process
3. Teachers must know how to apply the teaching and learning process using computers with software
4. Teachers must be able to distinguish their role in learning using computer media compared to conventional learning
5. Teachers must know the role and benefits of computers that can help in the learning process
6. Teachers must be sensitive to the latest developments in learning technology to broaden discourse and insight.

Based on the results of the author's research regarding teacher expertise in using technology-based media in PAI learning, it can be concluded that PAI teachers at SDN 2 Bengkulu City have the ability to use technology-based media, are able to accompany the development of the times, but do not apply their abilities to learning activities. Based on the results of the author's research regarding teacher expertise in using technology-based media in PAI learning, it can be concluded that PAI teachers at SDN 2 Bengkulu City have the ability to use technology-based media, are able to accompany the development of the times, but do not apply their abilities to learning activities.

Table 1
Media Used by PAI Teachers

No	Teachers	Media Used
1	Hidayatul	LCD Projector, Laptop, and Show Materials
2	Anis	Al-Qur'an, Laptop, and LCD Projector
3	Ibrahim	LCD Projector, Laptop, Show Materials, Al-Qur'an, and Laptop

Problems and solution efforts made by teachers in technology-based PAI learning Teachers in every school, whether in public or private, both in cities and even in villages, both in religious schools and even in public schools, both religious subjects, and even general subjects must have their problems in teaching, not least the Islamic Religious Education teacher at SDN 2 Bengkulu City.

Nothing is easy when it comes to being a teacher. In addition to the demands of the world of education on the achievement of quality, being a teacher is a trust that cannot be ignored. Moreover, teachers of Islamic Religious Education, a very big trust rests on their shoulders. Character education is the most important thing in Islamic Religious Education, which background is family, association, and environment are the biggest contributors to the morals of students. The problems faced by PAI teachers at SD 2 Bengkulu City include the lack of religious knowledge of teachers even though they have an educational background of Bachelor of Islamic Education. The students' hard background due to the geographical influence of the beach has a big influence on learning activities. The ability of students is still low in reading and writing the Qur'an even though has

MDA/MDTA certificates. Sometimes teachers are lazy to use learning media because there are no rules that require teaching to use learning media. Then the cost factor for improving focus is charged to the teacher. And the most influential problem is the teacher's habit of teaching without using learning media.

And, if the authors look at the value of Islamic Religious Education on student report cards for the 2020/2021 school year, where it can be seen that 37 out of 258 students get a score of 75, and 24 out of 258 students get a score above 90, the rest get a score above 75. If the percentage is calculated, about 14.3% of students based on report cards are still classified as moderate, 9.3% of students think that the score is very satisfactory and the rest get good grades.

From the results of the above research regarding Problematics and solution efforts in technology-based PAI learning, the authors can conclude that:

1. Whatever and however the problems faced by teachers in the field, a teacher should be assisted with learning media. Because after all, two important elements in learning are methods and learning media.
2. Teachers must be pro-active, creative, and innovative in preparing learning designs to create quality and efficient learning materials.
3. And whatever the solution is given to improve student achievement in learning, it is not always effective if it is not accompanied by learning methods and Media.

Technology can be used as a tool to facilitate the teaching process by educators. In addition, students can also use it to explore more knowledge. If the teachers and educators can use this technology well, the quality of education in Indonesia will also improve.

In teaching and learning activities, it is not uncommon for students to feel bored with the subject matter delivered monotonously. With technology, educators are now able to create alternative ways of teaching that are more interactive. For example, by showing the subject matter through more lively presentation slides or by videos that invite students to focus more on learning.

By implementing learning innovations that are livelier than the presence of technology, it will be possible for learning in the classroom to be more enjoyable. Students will also be more enthusiastic to receive the subject matter.

CONCLUSION

From the results of previous research, concerning the Problems of Using Technology-Based Media in PAI Learning at Elementary School 2 Bengkulu City, it was concluded that teachers were able to keep up with the times in using technology-based media, but they did not apply their abilities in teaching. In teaching tools, PAI teachers at SDN 2 Bengkulu City have used technology-based learning media, although they have not varied, in reality in the field they only teach conventionally. Regarding the problems and solution efforts carried out by teachers at SDN 2 Sungai Limau, the problems faced by teachers do not always have a major effect on student learning outcomes. They can carry out their duties and responsibilities well even though they are not fully supported by learning media.

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