

Implementation of Information Technology-Based Learning Media in Islamic Religious Education Subjects at Masyithoh Kroya SMP, Cilacap Regency

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Abstract

This study aims to determine the implementation of IT-based learning media in PAI subjects at Masyithoh Kroya Middle School, Cilacap Regency. The research method used is using a qualitative-descriptive approach, namely the implementation of IT-based learning media on PAI subjects. The research was conducted from October 1 to October 15, 2021. The data collection techniques used were interviews and documentation. In-depth interviews aim to dig up the necessary data. Researchers prepared a number of questions to respondents regarding the implementation of IT-based media in PAI learning. Based on the results and discussion of the research, it can be concluded that the media in learning Islam at Masyithoh Kroya Middle School in intensive class requires learning media, namely PowerPoint, GOM Player, KM Player, Media Player and Youtube.

Keywords

learning media; IT; PAI; SMP



I. Introduction

Learning is an activity that has educational value. Educational values color the interactions that occur between teachers and students. Interactions that have educational value are because the learning activities carried out are directed to achieve certain goals that have been formulated before teaching systematically by utilizing everything for the benefit of teaching. The hope that never disappears and the teacher always demands is how the subject matter conveyed by the teacher can be mastered by the students completely. This is a fairly difficult problem that is felt by the teacher. The difficulty is because students are not only individuals with all their uniqueness, but they are also social beings with different backgrounds. There are at least three aspects that distinguish students from one another, namely intellectual, psychological, and biological aspects. These three aspects are recognized as the root of the problem that gives birth to the varied attitudes and behavior of students at school. It also makes it difficult for the teacher to manage the class well. Complaints - complaints from teachers are often thrown just because of the difficulty of managing the class. Due to the failure of teachers to manage the classroom, teaching goals are difficult to achieve. This does not need to happen, because the business that can be done is still wide open. One way is to minimize the number of students in the class. Apply some classroom management principles. Class is another endeavor that cannot be simply ignored. The chosen approach is absolutely necessary to support classroom management. Besides that too, it is necessary to take advantage of several existing educational media and seek to procure new educational media for the realization of common goals. (Sudjana, et al., 2008)

Islamic education is one of the subjects that must be given from elementary school to lectures (Kosim, 2015). The implementation of the learning becomes a national commitment,

in order to make the character and morals of the nation in the intellectual life of the nation. Islamic education has a central position in realizing piety to Allah SWT. Islamic religious education is important because the substance contained is one part of the foundation to make a complete human being and human being (Frimayanti, 2017). Also wasilah to foster students to know the religion of Islam which is rabbaniyah (sourced from Allah), insaniyah (humane), wasatiyyah (moderate), and the main goals of Islam; keep faith, mind, and soul (Imawan, 2020).

Information and technology are developing rapidly and used by humans to make work easier (Adam & Syastra, 2015). The development of information technology has changed various ways of human work such as: communication, producing, thinking, learning and teaching. In addition, advances in information technology have removed the boundaries of space and time and simplified complexity. The role of IT in human life has a huge impact. Information and technology become the main facilitators for various activities of human life, such as in the field of education, including in the form of information technology in IT-based Islamic Religious Education learning activities. (Sutarno & Mukhidin, 2015).

Information and technology in the world of education has developed very rapidly. The development of technology and information at this time is very rapid and bring changes to human life (Lubis, 2019). As with other areas of life, technology is used to make changes, so also with the legal system as technology in making changes (Hartanto, 2020). The digital era drives the development of technology in the manufacturing industry sector in Indonesia (Pramusinto, 2020). The demand for the development of information technology in the world of education is a demand in increasing education quality assurance (Ahyat, 2017). To achieve PAI learning achievements, teachers are required to be able to present creative, innovative and interesting learning, therefore learning media is needed (Hasibuan, 2016). In the digital era 4.0, information technology is a basic need in learning. Therefore, today's teachers must be able and literate in technology and information so that it is easy to plan, implement, and evaluate learning. Information communication technology (ICT) is increasingly playing an instrumental role in infusing efficiency and effectiveness in service delivery in public and private enterprises (MCT in Njoka, 2020).

The application of information and technology in the PAI learning process at Masyithoh Kroya Junior High School is slightly different from other junior high schools because it has a special class, namely an intensive class with the aim of being a strategy in learning that is more interesting, effective and efficient. With IT media students are expected to be able to understand the material being taught and be creative and innovative. In addition, giving assignments with IT media can increase the active role of students in learning. From the description above, it encourages the author to research an interesting place in the implementation of learning, namely at Masyithoh Kroya Middle School because there is a special class that integrates the use of IT in PAI learning.

III. Research Methods

This study uses a qualitative-descriptive method by describing the analysis of the research that has been carried out. The research was carried out from October 1 to October 15, 2021, at the Masyithoh Kroya Middle School, Cilacap Regency, and Central Java Province. The research data collection techniques used were in-depth interviews and documentation. In-depth interviews aim to dig up the necessary data. Researchers prepared a number of questions to respondents regarding the implementation of IT-based media in PAI learning.

III. Discussion

3.1 Profile of Masyithoh Kroya Middle School

SMP Masyithoh Kroya is a junior high school with the status of a private school located on Jl. Peacock No. 28 RT 7 RW 8 Kec. Kroya Kab. Cilacap. This school has 27 classes of study groups from all classes consisting of 7th grade which has 10 classes (6 intensive classes and 4 regular classes), 8th grade has 10 classes (5 intensive classes and 5 regular classes) and 9th grade has 7 classes (4 intensive classes and 3 regular classes).

This school opens 2 class programs, namely intensive class and regular class. For intensive classes, students are required to stay in a boarding house. Teaching and Learning Activities (KBM) participate in all religious learning at the Miftahul Huda Kroya Islamic boarding school for the sons and daughters of. Meanwhile, regular classes are not required in boarding schools and religious study materials are only available in schools. The interesting learning in this school is in the intensive class. In addition to receiving religious deepening material, they also received learning about the introduction of IT-based media, management of streaming radio media, Islamic film making and foreign language learning.

3.2 Definition of Educational Media

Media education has a very important role in teaching activities. The presence of the media in the world of education, especially in the context of teaching effectiveness and deficiency is very much needed. In the world of teaching, in general or information comes from sources of information, namely the teacher while the recipient of the information is the student. Messages or information communicated are a number of abilities that need to be mastered by students, including intellectual cognitive abilities, physical psychomotor abilities or physical skills. This ability is communicated through various channels, namely the channel of vision (visual), the channel of hearing (audio), the channel of vision and hearing (audio-visual), the channel of feeling (sense), and the channel that is in the form of appearance (performance) (Arsyad, 2008).

The word media comes from the Latin medium meaning 'intermediary' or 'introduction'. In learning activities, the media is part of the ongoing interaction between educators and students as stated by Hasibuan (2016) that the media, if understood in broad terms, are humans, materials or events that build conditions that enable students to acquire knowledge, skills or abilities attitude.

Media is all physical tools that can present messages and stimulate students to learn. For example: books, films, cassettes and so on. Learning media is anything that can channel messages, can stimulate thoughts and feelings in interactions between teachers and students. Learning media acts as a physical means that can affect teaching and learning situations both inside and outside the classroom. It can be interpreted that the media is not a complement but is a component that cannot be separated from the teaching and learning process. Educational media is a tool (means) used by teachers to convey material and distribute lesson information to students in the form of visual, audio or audiovisual media, and can stimulate students to learn. (Arsyad, 1997).

3.3 Pattern of Teaching and Learning Activities

Learning patterns are a number of processes in learning that can help students master the subject matter (Nur, 2013). Learning patterns include independent learning patterns, guided learning patterns, group learning patterns, discussion learning patterns, and others. Each of these learning patterns certainly has advantages and disadvantages. In its implementation the independent learning pattern has been commonly done by students in their respective homes.

The learning pattern is a series of procedures that exist in the teaching and learning process that will help students in the process of understanding the existing material learning. The preparation of learning strategies includes individual, group, guided, leaving and supervised learning patterns.

In learning activities, it is important to pay attention to the use of media that is appropriate to the situation and conditions appropriately, especially considering the circumstances of the students who will study (Kosim, 2015). Learning media are all forms of communication tools that can be used to convey information from sources to students in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively (Hasibuan, 2016).

According to (Nur, 2013) explained that learning patterns are classified by Barry Moris which is described in the form of a chart as follows.

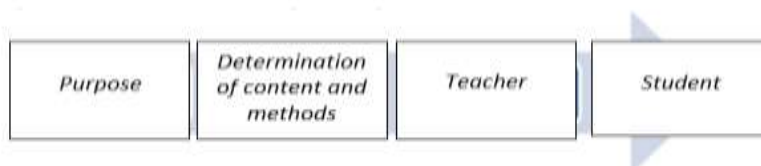


Figure 1. Conventional Learning Patterns

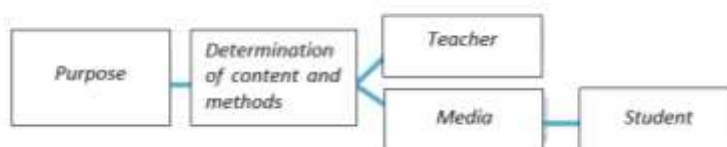


Figure 2. Modern Learning Patterns

These various learning patterns provide an illustration that along with the rapid development of learning media. Both software and hardware, will bring about a shift in the teacher's role as a messenger. The teacher no longer acts as the only source of learning in learning activities. Students can obtain learning resources in learning activities. Students can obtain information from various media and learning resources.

3.4 Classification of Learning Media

There are many types and kinds of learning media. Starting from the simplest and cheapest to the most sophisticated and expensive media. There are media that can be made by the teachers themselves and there are media that are produced by the factory. There are media that are already available in the environment that we can immediately use, there are also media that are specifically designed for learning purposes. Although there are many kinds of media, in reality there are not many types of media commonly used by teachers in schools.

Some of the most familiar media and almost all schools use are print media (books) and blackboards. In addition, many schools have used other types of media such as pictures, models, overhead projectors (OHP) and real objects. Meanwhile, other media such as audio cassettes, videos, VCDs, slides (film frames), and computer learning programs are still rarely used even though they are already familiar to most teachers. However, as a teacher it would be nice to know some of these types of learning media. This is intended to encourage us to hold and use these media in learning activities in the classroom.

There are various ways and points of view to classify media types. Hasibuan, (2016).said that identifying the types of media based on three main elements, namely sound, visual and motion. Based on these three elements, media can be classified into eight groups, namely 1) audio media, 2) print media, 3) silent visual media, 4) motion visual media, 5)

semi-motion audio media, 6) semi-motion media, 7) audio media. silent visuals, and 8) motion audio-visual media.

Media can be grouped based on the level of technology used, ranging from media with low technology to those using high technology. If the media is classified on the basis of the level of technology used, then the classification of media is strongly influenced by technological developments. Certain media will be able to experience changes in their classification. For example, in the 1950s, television was categorized as the highest medium. But then in the 1970s the category shifted with the presence of computer media. At that time, computers were classified as the most technologically advanced media. But today the computer media has shifted its position with the computer conferencing program via the internet. This condition will continue in line with the development of science and technology.

3.5 Characteristics of Learning Media

In general, learning media is identical in meaning to the notion of "demonstration" which comes from the word "body" which is a form that can be touched, seen, heard, observed through the five senses. Thus, the main emphasis of the media is on "things" or "things seen and heard". Learning media is used in the context of the relationship (communication) in the learning process between teachers and learners. Learning media is a kind of teaching and learning aid, both in the classroom and outside the classroom. In another sense, learning media is an "intermediary (medium, media) and is used in the context of education and teaching. Thus, learning media contains aspects as a tool and as a technique that is very closely related to teaching methods.

From the characteristics stated above, it can be concluded that what is meant by learning media are: means, methods, techniques to make communication and interaction between teachers and students more effective in the learning process in the classroom. It can be said that the media is a tool that has the function of conveying messages. So learning media is a tool that serves to convey the learning plan. Meanwhile, learning is a process of communication between learners (students), teachers and teaching materials. So, communication will not go well without the help of a means of conveying messages or the so-called media.

In addition to the general characteristics above, there are also other general characteristics, including:

- a. Learning media has a physical sense which today is known as hardware, which is an object that can be seen, heard, or touched with the five senses.
- b. Learning media has a non-physical meaning known as software, namely the message content contained in the hardware which is the content to be conveyed to students.
- c. The emphasis of learning media is on visual and audio.
- d. Learning media has the meaning of tools in the learning process both inside and outside the classroom.
- e. Learning media is used in the context of communication and interaction between teachers and students in the learning process.
- f. Learning media can be used en masse (eg radio, television), large groups and small groups (eg films, slides, videos, OHP), or individually (eg: modules, computers, radio tapes/cassettes, video recorders).
- g. Attitudes, actions, organization, strategy, and management related to the application of a science.

Learning media is an instructional component that includes messages, people, and equipment. According to Syaiful Bahri Djamarah and Aswan Zain, the media is a vehicle for distributing learning information or message information. In its development, learning media

follow technological developments. Based on these technological developments, learning media are grouped into four groups, namely:

a. Print Technology Media

Print technology is a way to produce or deliver materials, such as books and static visual materials, mainly through mechanical or photographic printing processes. Media groups resulting from print technology include: text, graphics, photos or photographic representations. Characteristics of printed media: 1) Text is read linearly; 2) Displays one-way and receptive communication; 3) Displayed statically or silently; 4) Its development is highly dependent on the principles of discussion; 5) Oriented or student-centered; 6) A student-oriented approach is an approach to learning that emphasizes the characteristics and needs of individual students. While educational institutions and teachers function and play a supporting role only. This student-oriented approach system is designed in such a way. So that students can learn with a flexible system that is directed so that students can form their respective learning styles. In this case, teachers and institutions act as supporters, facilitators and enthusiasm for students who are learning; and 7) Information can be arranged or rearranged by the user.

b. Media Resulting from Audio – Visual Technology

Audio-visual technology is a way of conveying material by using mechanical and electronic machines to present audiovisual messages. Presentation of teaching in audio-visual is clearly characterized by the use of hardware during the learning process, such as a film projector machine, tape recorder, wide visual projector. Its characteristics are 1) It is linear; 2) Presenting dynamic visuals; 3) Used in a predetermined way by the designer; 4) Is a physical representation of a real or abstract idea; 5) Developed according to behavioral and cognitive psychological principles, and 6) Teacher oriented.

The teacher or institution-oriented approach is a conventional education system where almost all learning activities are fully controlled by teachers and staff of educational institutions. In this system the teacher communicates his knowledge to students in the form of subject matter in several forms of syllabus. Usually learning takes place and is completed within a certain period of time. While the teaching methods used do not vary in form, usually using the lecture method with face-to-face meetings (face to face).

c. Media Technology Based on Computer

Computer-based technology is a way of producing or delivering material using micro-processor-based sources. Various computer-based technology applications in learning are generally known as computer assisted instruction. The application when viewed from the way of presentation and the objectives to be achieved include tutorials, presentation of material in stages, drills and practice exercises to help students master previously studied material, games and simulations (exercises to apply newly learned knowledge and skills, and basic data (sources that can help students add information and knowledge according to their individual desires.

The characteristics of computer-based technology media are 1) Can be used randomly, non-sequentially or linearly; 2) Can be used as the student or designer wishes; 3) Ideas are presented in an abstract style with symbols and graphics; 4) The principles of cognitive science to develop this medium; and 5) Student oriented and involves high student interactivity

d. Media is the Result of a Combination of Print Technology and Computer Technology

Combined technology is a way to produce and deliver material that incorporates the use of several forms of computer-controlled media. Computers that have great capabilities such as large amounts of random access memory, large hard disks, and high-resolution monitors coupled with parallel (additional tools), such as: video disk players, hardware for joining a network and audio systems .

The characteristics are 1) Can be used randomly, sequentially, linearly; 2) Can be used according to the wishes of students, not only as planned and desired by the designer; 3) Ideas are presented realistically according to student experience, according to what is relevant to students and under student control; 4) The principles of cognitive science and constructivism are established in the development and use of lessons; 5) Learning is organized and centered on the cognitive scope so that knowledge is mastered if that knowledge is used; 6) Lesson materials involve interactive students; and 7) Learning materials combine words and visuals from various sources.

3.6 Implementation of Information Technology-Based Learning Media in Islamic Religious Education Learning

The implementation of information and technology-based learning media carried out at Masyithoh Kroya Middle School (intensive class) is by combining the use of technology with the internet network as a source of seeking information. Teachers use learning media so they need to choose an application or software with the material to be discussed. For example, for PAI learning, PowerPoint media is used to deliver the subject matter. Making powerpoints so that they are creative and interesting, junior high school teachers can add illustrations/pictures about akhlakul karimah. The use of media for video playback such as the history of the Prophet Muhammad by using the GOM player, KM Player, Media Payer Classic, and Youtube. The use of the above media makes students interested, making them understand the meanings of Islamic religious education.(Adam & Syastra, 2015) that the use of information and technology-based media will arouse students' desire and new interest in learning, generate motivation and interest in learning, and increase understanding of learning.

The implementation of the use of learning media at Masyithoh Middle School starts from a program that has been prepared by the teacher and is additionally studied using IT in that way students can understand very well what is being taught. To find sources of information, it is easier to use the Google search engine on the internet (Nur, 2013). The application of the media has a very large role to explain abstract things, the ambiguity or complexity of teaching materials, even in certain situations the media can represent the teacher's shortcomings in communicating subject matter (Habibi, 2020). In order to be realized properly from the implementation of IT-based learning media, SMP Masyithoh makes the facilities and infrastructure in the classroom complete and comfortable.

IV. Conclusion

4.1 Conclusion

1. Media is part of the ongoing interaction between educators and students. If understood broadly, it is a human, material or event that builds a condition that makes students able to acquire knowledge, skills or attitudes.
2. Media can be grouped based on the level of technology used, ranging from media with low technology to those using high technology. If the media is classified on the basis of the level of technology used, then the classification of media is strongly influenced by

technological developments. Certain media will be able to experience changes in their classification.

3. The current learning pattern is that the teacher no longer acts as the only source of learning in learning activities. Students can obtain learning resources in learning activities. Students can obtain information from various media and learning resources.
4. Media in Islamic religious learning at Masyithoh Kroya Junior High School in intensive class requires learning media, namely PowerPoint, YouTube, GOM Player, KM Player, Media Player Classic, and Youtube.

4.2 Suggestion

It is necessary to carry out further research related to the obstacles faced when implementing IT media in all learning.

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