The Use of Information & Technology (IT)-Based Learning Media in Islamic Religious Education Learning at SD Negeri 02 Nata, Bima Regency

Nurul Watoni
Universitas Islam Negeri Mataram
Emai: *Watoninurul98@gmail.com*

Abstract

The study of this problem is about the use of IT-based learning media (information & technology) in SD Negeri 02 Nata, Bima Regency. This research aims to: 1) describe teachers' abilities in the use of technology-based learning media; 2) what media are used by teachers in the teaching and learning process; 3) problems and solutions made by teachers to overcome the problems of using IT-based learning media in PAI learning in schools. This research is a field research that uses a qualitative descriptive method, namely by describing the research object as it is. The data collection method uses observation, interviews, and documentation studies. In checking the validity of the data, the researcher used triangulation techniques, namely: triangulation of sources, techniques and time. The findings of the study show that: 1) teachers are able to adapt to the times in using IT-based learning media, but their application is still not optimal; 2) in learning tools, teachers have used technology-based media even though it has not varied, but in reality, in the learning process teachers only teach conventionally; 3) Problems faced by teachers include several factors such as the lack of knowledge and skills of teachers, the geographical condition of the area that is included in the medium-weak internet power zone, to the personal factors of teachers who still have the habit of teaching without using learning media. However, teachers at SD Negeri 02 Nata can carry out their obligations well even though they are not fully supported by technology-based learning media to the maximum.

Keywords: Media, Learning, IT, Islamic Religious Education, Elementary School

Abstract

This study concerns the use of IT-based learning media (information & technology) at SD Negeri 02 Nata, Bima Regency. This study aims to: 1) describe the ability of teachers in using technology-based learning media; 2) what media are used by teachers in the teaching and learning process; 3) the problems and solution efforts made by teachers to overcome the problems of using IT-based learning media in Islamic Religious Education learning in schools. This study is a field research that uses a qualitative descriptive method, namely by describing the research object as it is. Data collection methods use observation, interviews, and documentation studies. In checking the validity of the data, the researcher uses triangulation techniques, namely: triangulation of sources, techniques and time. The research findings show that: 1) teachers are able to adapt to the development of the times in using IT-based learning media, but in its application it is still not optimal; 2) in learning devices, teachers have used technology-based media although they are not yet varied, but in reality, in the learning process teachers only teach conventionally; 3) The problems faced by teachers include several factors such as the lack of knowledge and skills of teachers, the geographical conditions of the area that are included in the medium-weak internet strength zone, to the personal factors of teachers who still have the habit of teaching without using learning media. However, teachers at SD Negeri 02 Nata can carry out their duties well even though they are not fully supported by technology-based learning media to the maximum.

Keywords: Media, Learning, IT, Islamic Religious Education, SD

Introduction

The development of information technology in recent years has developed at a very high speed, so that with this development it has changed the paradigm of society in seeking and obtaining information, which is no longer limited to newspaper, audio-visual, and electronic information, but also other sources of information, one of which is through the internet network.(Husaini, 2014) One of the fields that has had a significant impact on the development of this technology is the field of Education, where basically Education is a process of communication and information

from educators to students that contains academic information. Education is the spearhead of a country, the backwardness or progress of a country depends greatly on its educational position. The more developed a country's education, the more advanced the country will be. Large and developing countries will realize that the development of the education sector must be numbered.(Isjoni, 2019)

Nowadays, education in certain schools has shown rapid progress, changes and renewals do not only occur in the field of curriculum, teaching methodology, equipment and assessment.(Rosmana et al., 2023) Education, besides that, there are also reforms in the administrative, organizational, and personal fields, and even as a whole it can be said that the change is a reform in the education system that covers all aspects of education. The world of education seems to never stop following all forms of technological developments and changes from time to time. The presence of information and communication technology (ICT) in learning has its own influence and challenges for the world of education, especially today's teaching technology. Thus, it requires teachers to further improve their ability to use information technology in the teaching and learning process to be appropriate and more effective. Information technology plays a role as a link to transfer knowledge without eliminating the learning model in the classroom. Thus, information technology tends to be more of a tool to help the teaching and learning process. Technology also presents opportunities for teachers to expand teaching methods to obtain maximum value, regardless of students, the role of technology is expected to help students understand information quickly and directionally.(Andria Rosa et al., 2020)

In Islamic religious education learning, so far students have received less attention from educators, this condition is exacerbated by a secular culture whose teaching process is more oriented towards achieving curriculum targets and refers to the acquisition of high student scores. PAI subjects in schools often use the story and memorization methods, this requires students to have memory and memorization skills without understanding more deeply the material presented. Meanwhile, students only get learning materials sourced from teachers without being assisted by other sources of information, this is the main cause of students experiencing boredom and tending to lack listening in the teaching and learning process.

In addition, the solution offered by the system is the presence of learning media, considering that the position of learning media is not just a teaching aid but has become an integral part of learning, in addition to being able to help teachers as presenters of material (message carriers), media also has the potential of units that can help students in learning.(Andria Rosa et al., 2020)

Efforts to use learning media are essential in the learning process, be it in the form of visual media, audio media, or audio-visual media. The reality shows that the lack of interaction between teachers and students in the teaching and learning process is due to the fact that teachers rarely use learning media.

Research Methods

This research is classified as field research, using a qualitative descriptive method, namely describing the results of the research as it is. The primary data in this study is PAI teachers at SD Negeri 02 Nata Kab.Bima, secondary data sources in the form of books, relevant previous research journals, learning tools and other supporting documents. The research data was carried out by interviews, observations and documentation,

then data processing was carried out by data collection, data reduction, display and data verification.

Results and Discussion

State Elementary School (SDN) 02 Nata with B accreditation status located on JL. Palibelo Cross Nata Village, Palibelo District, Bima Regency. It has 6 classrooms, one principal's room, one computer lab room, canteen and one integrated library. The school facilities provided include: 1) Computer laboratory, but its use is only limited to UN or other exams and still uses laptops/computers owned by the teachers, 2) Hostpot/Wi-Fi which still uses the shooting network and can only be accessed by teachers, 3) one projector but its use is not optimal, it can be said that the use of projectors is only when a meeting is held with the supervisor.

Furthermore, SDN 02 Nata has a dominant staff and teaching staff of undergraduate graduates and several senior teachers, but not all teachers can apply the supporting facilities provided. Then there has been no intensive special training for teachers to increase their knowledge and develop their abilities in the field of information technology, especially in making IT-based learning media, the *skills* that teachers have are only obtained from independent learning and science during college.

A. Teachers' Ability to Use Technology-Based Learning Media

In using IT-based learning media, teachers must understand how to operate it according to the correct procedures. Teachers must be able to manage data and use computers/PCs for the purposes of the learning process and teachers must maximize the function of technology-based learning media to maximize the teaching and learning process.(Et.Al, 2013)

In line with the theory put forward by Munir, it states that the skills that must be possessed by teachers in using computer media are:

1. Teacher must Know how Operate computer that he uses.
2. Have knowledge of the selection of software that is suitable for use in the teaching and learning process.
3. Teacher must Know
4. It can distinguish its role in learning using computer-based media with conventional learning.
5. Be sensitive to the latest developments in learning technology by expanding discourse and insights.(Syamsyuddin, 2021)

In a study by Moh. Agus Irawan entitled "Survey on the Use of Information and Communication Technology (ICT) Learning Media by PAI Elementary School Teachers in Bima Regency" through a survey technique on PAI teachers in elementary schools throughout the district using a questionnaire. The data obtained as a result of the study shows that the use of IT-based learning media can make it easier for teachers in the learning process, with the average percentage of its use being 7.41% in the very good, 33.33% good, 37.04% poor, and 22.22% very poor categories. This study concludes that in the development of IT-based learning materials by PAI teachers, it is in the category of good level. But there is still a very significant shortfall in this percentage. Because there are still teachers who do not use IT-based learning media when teaching.[6]

Table 1. The results of the research on the expertise of Islamic religious education teachers in using technology-based media

Teacher's Name	Kete rangan
Mulyati	Have expertise in applying technology-based learning media, but do not always apply it during the teaching and learning process due to several obstacles such as slow networks and minimal computer facilities. Mulyati often uses learning media that are made manually in a creative and interesting way. I have used technology-based media but at the time of the interview said that using technology-based learning media such as watching videos using LCD/projectors, children actually more focus watching like TV than focus

	on the material presented in the video aforementioned.
Fauziah	Have general knowledge about the use of technology-based media from several trainings that have been followed, but still do not have the ability or expertise in using or applying it to the teaching and learning process. This is due to several factors such as age that is no longer a productive age and technological literacy. During the interview, Mrs. Fauziah said that the use of technology-based learning media has indeed been implemented in schools, but for senior teachers who have not fully implemented it during the teaching and learning process, they still use conventional methods and tend to use natural media or concrete experiences as media Learning for students

Based on the results of the above research, it can be concluded that teachers at SD Negeri 02 Nata Kab.Bima already have the knowledge and ability to use and develop technology-based learning media, but in its application it has not been maximized and efficient due to several factors and obstacles as described above.

B. IT-Based Learning Media Used by Teachers in the Learning Process

The word media comes from Latin and is a plural of "medium" which means "middle", "intermediary" or "introduction", thus media is a set of vehicles for channeling messages and learning information that are useful in facilitating the teaching and learning process.(Arsyad, 2019) Media, when understood broadly as humans, materials, or

events that build conditions that enable students to acquire certain knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the definition of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools or capture, process, and rearrange visual or verbal information.(Hamalik, 2000)

Meanwhile, learning can also be interpreted as a combination that includes human elements, materials, facilities, and equipment from procedures that affect each other in order to achieve learning goals.(Syam, 2011) From some of the above understandings, it can be concluded that learning media is a

Fauziah	Have knowledge about the use of interactive media such as ppt and short video playback via mobile phones/gadgets, but in reality every time they teach, they still use concrete media such as the environment or giving examples to students.

way or tool, a proced ure used to convey messages from the source of the message to the recipient of the message that takes place in the learning process. Technology-based learning media can be interpreted as tools and materials used in the learning process by utilizing technology. In the application of technology-based learning media, it cannot be determined according to the personal wishes of teachers and students alone, but must pay attention to the nature of the material, teaching objectives and the level of education of students. Several types of technology-based media have begun to appear and be applied to the learning process, including 1) interactive multimedia, cx:

Microsoft power point, canva, potoon, google classroom etc., 2) digital video and animation, 3) podcasts (*play on demand and broadcast*), 3) virtual reality (VR) technology that uses a 3-dimensional system that makes it seem as if the kkit is directly involved in an event.(et al., 2013). At SD Negeri 02 Nata Kab Bima, teachers have used several technology-based media such as presenting material through

Teacher's Name	Media used
Mulyati	Using interactive multimedia, namely presenting ppt (*power point*) and broadcasting short learning videos from the YouTube platform are presented using a laptop and occasionally use LCD/Projector

Microsoft power point, providing short video-video views on the YouTube platform even though the application has not been maximized due to several factors and obstacles in the school environment.(Husaini, 2014)

Table 2. Technology-based learning media used by pie teachers at SD Negeri 02 Nata Bima Regency

C. Problems and solutions

Teachers in Using Technology-Based Learning Media in Islamic Religious Education Learning Teachers in every school anywhere, both public and private schools, both in religious subjects and general subjects, must have their own problems in teaching, including Islamic religious education teachers at SD Negeri 02 Nata, Bima Regency. It is not easy to speak as a teacher in undergoing demand after demand that is in line with the development and advancement of technology that is increasingly rapid. In addition to the demands of education on quality achievement, being a teacher is a trust that cannot be ignored. Moreover.

The problems faced by PAI teachers in using IT-based learning media at SD Negeri 02 Nata include: 1) there is still a lack of personality skills of teachers in using or developing IT-based learning media, because most of the teachers are senior teachers who can be said to be less technologically literate, 2) the geographical location of the area which is still included in the shooting network zone, The use of the internet is still limited, so teachers experience obstacles or delays in knowing the latest developments in IT-based learning media models.

Furthermore, the solution efforts made by teachers and school institutions in dealing with some of these problems include: 1) several selected teacher delegates are sent to take part in teacher skill trainings carried out in urban areas both within the scope of Bima City and major cities in Indonesia, then the teacher will carry out independent training for teachers in schools. 2) Internet network optimization is carried out by purchasing a special shooting network so that it can access the internet when carrying out teaching and learning activities. Furthermore, with the problem of teachers' personalities who still have a relatively low level of awareness regarding the importance of using IT-based learning media, schools conduct independent socializations and provide general knowledge about technology-based learning media.

Bibliography

Andria Rosa, Mahyudin Ritonga, & Wedy Nasrul. (2020). The Use of Technology-Based Media in Learning Islamic Religious Education in State Junior High Schools. *Journal of Islamika*, *3*(2), 36–43. https://doi.org/10.37859/jsi.v3i2.2136

Arsyad, A. (2019). *Learning Media*. Grafindo Persada.

et al., S. (2013). *Learning Media (Definition, Development, and Utilization)*. PT. King Grafindo Persada.

Et.Al, R. (2013). *Information and communication technology-based learning develops teacher professionalism*. Tajawali Press.

Hamalik, O. (2000). *curriculum development and teaching in higher education*. Triagenda Karya.

Husaini, M. (1IAIN R. I. L. J. P. N. 05 K. B. L. E. m. husaini78@gmail. com. (2014). UTILIZATION OF INFORMATION TECHNOLOGY IN THE FIELD OF EDUCATION (E-education). *Journal of Mikrotik*, *2*(1), 1–5.

Isjoni. (2019). *Education as Future Investment*. Indonesian Torch Foundation.

Rosmana, P. S., Iskandar, S., Azizah H.A, A. N., & Widiya, N. (2023). The Role of Technology in the Implementation of the Independent Curriculum at SDN Purwakarta Regency. *INNOVATIVE: Journal Of Social Science Research*, *3 No 2*, 3097–3110.

Syam, A. R. (2011). The position of curriculum and learning management in education. *MUADDIB: Educational and Islamic Studies*, *7*(1), 33–46. https://doi.org/10.24269/muaddib.v7n1.2017.33-46

Syamsyuddin. (2021). *The Utilization of Learning Media in Increasing Students' Learning Motivation at SMP Negeri 03 Malengke Bora, North Luwu Regency*.