Edutainment-Based Islamic Religious Education in the Digital Age

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Abstract

Edutaitment-based learning can affect students' emotions. The positive emotions of students make learning well understood. Technology in education does not necessarily convey the principles of humanist learning. This study aims to describe the concepts and steps of implementing edutainment-based Islamic Religious Education (IRE) learning in the digital era on Hajj and Umrah subjects. Qualitative methods with a descriptive-analytical approach were used in this study to analyze how Hajj and Umrah subjects are contained in IRE books and implement the IRE learning process with edutainment. This research reveals that the concept of edutainment learning refers to humanizing the classroom to involve the active role of students and technology as a medium or means in the learning process. The edutainment learning step refers to the learning process, which includes perception activities by displaying videos—the core activities of edutainment through virtual reality, demonstration, and simultaneous. The closing activity is reflection and evaluation with quizzes and games. Learning IRE in Hajj and Umrah with edutainment significantly impacts student activity in the learning process and understanding of the material.

Keywords: learning, Islamic religious education, edutainment, hajj, Umrah

Introduction

Digital developments in education make the learning process no longer limited to the transfer of knowledge (Wang et al., 2022). Education in the digital era must involve students through fun learning and prioritizing humanitarian principles. Learners are not positioned as objects in the educational process but are actively engaged as subjects that explore a knowledge (Akour &; Alenezi, 2022). Therefore, with digital development, educators must be creative and innovative in delivering learning materials by utilizing digital media and paying attention to the emotions and conditions of students so that the learning process can be fun.

The involvement of students in the learning process can be done by choosing fun learning methods (Halim et al., 2021). One of the materials in the Islamic Religious Education subject is related to Hajj and Umrah. Based on the results of research conducted by Ending so far, the Hajj and Umrah material has been delivered conventionally regarding textbooks, causing incomplete learning of the Hajj and Umrah (Sugiyanti, 2020). Research conducted by Tajudin revealed the same thing; in Fiqh material which ideally uses practice, most teachers deliver material with the lecture method so that learning is not a pleasant process (Tajudinoor, 2023). Researchers in schools found similar problems; the lecture method carried out material related to Hajj and Umrah and needed to provide an overview of the conditions for the actual Hajj and Umrah. In the learning process, students only listen to the teacher's presentation related to the material.

The reality condition of Islamic Religious Education (IRE) learning related to Hajj and Umrah material is that there needs to be a gap between theory and practice (Fuad & Ghufron, 2014). Hajj and Umrah material delivered theoretically needs to be innovated with an approach that gives students more understanding and a learning experience. Therefore, educators must be able to change the conventional learning process with various techniques that involve emotional and affective aspects of students, not only cognitive elements.

Three essential components are interrelated in the learning process(Leal Filho et al., 2018). The three essential components are the material delivered, the learning process, and the results. These three aspects are necessary for the unity that forms the learning environment. However, only some teachers are fixated on various schools' materials and learning outcomes. They are preoccupied with multiple activities to achieve learning objectives, compile the material that needs to be delivered, and design evaluation tools. Still, they must be reminded how to design a good learning process to link the material and learning outcomes (Fitramadhana, 2022).

From the problems mentioned, the concept of edutainment combines two elements of education and entertainment to be one of the solutions in learning Hajj and Umrah material. Edutainment model learning contains a series of learning theories that invite students to carry out a fun and not dull learning activities. The edutainment model in education is essential; this is based on fun knowledge that can affect students' emotions so that positive emotions can provide Passion and positively impact the learning (Shodiqin, 2016).

De Oro revealed that digital developments in education need to consider teaching a vital social process. Edutainment can be a new tool to promote pro-social attitudes in the educational process in the digital age (Mateus De Oro et al., 2022). Edutainment-based learning can change the main seat in that learning activities do not appear in a scary face but in a humanist form and open and fun

educational interactions. Educative interactions like this will produce practical learning activities and become the primary key to learning success.

Methods

Research Design

This qualitative research design uses a descriptive approach(Sugiyono, 2006). Qualitative selection to describe the learning process of Islamic religious education using edutainment through the learning steps carried out. The analysis used in this study is by constructing Hajj and Umrah material which contains the Islamic Religious Education curriculum and ethics.

Participants and Research Procedures

This research was conducted on Islamic Religious Education subjects in high school involving 2 IRE teachers and 40 students. The role of researchers is to be actively engaged in the ongoing IRE learning process. The research phase was carried out in two stages, the first by analyzing Hajj and Umrah material used in IRE books in high school; at this stage, researchers conducted a literature review analysis—the second stage, by implementing Hajj and Umrah learning materials using Edutainment-based learning.

Data Collection Techniques

Data was collected using three techniques: a) Documentation study, b) Observation, and c) Interview. Documentation studies are carried out to obtain a comprehensive picture of Hajj and Umrah, which is then constructed to make it easier for students to understand and provide an accurate picture related to the implementation of Hajj and Umrah. Observations in this study as a primary data source that describes the steps of the edutainment learning process on Hajj and Umrah material. Interviews as supporting data in confirming findings in the field. Open and conditional interview techniques were conducted with IRE teachers and students randomly.

Data Analysis Technique

Data analysis refers to qualitative data analysis using data reduction, data presentation, and verification (Purwanto, 2010). Data reduction is used from data collection of documentation studies related to Hajj and Umrah material. Meanwhile, the presentation of data in this study is dominated by displaying the steps for implementing edutainment-based PAI learning referring to edutainment-related indicators. Data verification is a form of analysis of this research by combining data reduction and data display analysis.

Results

The Concept of Edutainment Learning in IRE Subjects in Senior High School

Edutainment is a learning concept combining education and entertainment aimed at being intelligent and fun and able to capture subject matter actively and creatively. The purpose of edutainment is so that learners (students) can follow and experience the learning process in an atmosphere that is happy, fun, entertaining, and intelligent (Agustriana et al., 2022; Purwanto, 2019). The selection of edutainment on Hajj and Umrah material leads to student participation and provides experience through an overview of the Hajj and Umrah travel process. So that edutainment learning leads and is centered on students.

The learning process is expected to create a conducive classroom atmosphere to support the achievement of the quality of the learning process. Conducive learning is made by humanizing the classroom (Tigert et al., 2022). In this case, what is meant by humanizing the classroom is that educators should treat their students according to their respective conditions and characteristics in learning activities.

Creating a conducive learning environment through humanizing the classroom in edutainment-based IRE learning can be done by conditioning several things as follows:

1. Humanizing people

Glorifying humans in the concept of Islamic Education, known as humanistic education, intends to form human beings with genuine humanitarian commitment, namely human beings with consciousness, freedom, and responsibility as individual human beings, but are not lifted from the factual truth that they live in society. So he has a moral obligation to his environment to devote himself to the benefit of his community (Nurul, 2011)

2. Fostering student creativity.

When a lesson involves strong positive emotions, generally, the lesson will be recorded firmly in the memory (Buckingham &; Scanlon, 2001). Therefore, teacher creativity is needed to provide a fun learning process so that student creativity is also formed, which can affect understanding. The invention can be realized by utilizing existing facilities and infrastructure and using various methods and approaches that vary in the learning process.

Classrooms become learning centers as a means of exploration and research for students, as well as a place for discussion that is expected to arouse students' passion for learning so that designing classrooms becomes part of fostering student creativity.

3. Motivating Students

The encouragement of students to learn does not only come from everyone. Still, it can get stimuli from outside, such as educators providing incentives with attractive learning models that allow good responses from students to learn. That good response will become motivation that appears in learners so that they are encouraged to follow the learning process without coercion and be attentive.

Application of Edutainment Learning IRE Subjects Hajj and Umrah Materials

The application of edutainment in IRE subjects for Hajj and Umrah is carried out through three learning phases, including opening activities or perceptions, core learning activities, and closing activities.

1. Apperception Activities

Islamic religious education is not only related to the material but is accompanied by real-life practice. The important thing that educators must do in apperception activities is to arouse the interest and motivation of learning students. Educators must optimize the learning process so that interactions between students and educators or between each student become active (Mushawwir &; Umar, 2014).

Apperception activities on Hajj and Umrah material after greeting the students and conveying the objectives of the subsequent learning began by displaying maps related to the implementation of Hajj and Umrah.
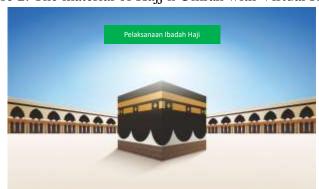
Picture 1. Illustration of Hajj and Umrah

After displaying the map, students were invited to watch Youtube related to the picture of Makkah. In this apperception activity, students are asked to identify what is depicted from Hajj and Umrah. Students then tell what they saw in the video.

2. Core Activities

The learning process is carried out by introducing Hajj and Umrah, which refers to the IRE books—delivery of material using Virtual Reality videos and

images. Educators pay attention to exploration, elaboration, and confirmation in learning activities. Educators provide material briefly and clearly in exploration activities by utilizing available media.

Picture 2. The material of Hajj n Umrah with Virtual Reality

In the next stage, after elaborating on the material, students are divided into groups to discuss Hajj and Umrah material. Educators assist students in presenting the results of their discussions in front of the class. Educators only facilitate learners during the presentation. At the confirmation stage, educators appreciate each group that has dared to come forward. Then the educator concludes the discussion results and straightens out each group's opinions. To know how far their understanding is.

To make this material more interesting, educators conduct simulations by asking several questions to deepen students' knowledge. In the final session, the core stage of the material is to demonstrate the process of performing Hajj and Umrah involving all students.

The demonstration process is carried out in classrooms and by using open spaces around the school. Students prepare ihram clothes that can be replaced with all-white Muslim clothing, pebbles, and other supplies. After the demonstration, educators conveyed the message and value of the wisdom of Hajj and Umrah (Zulfa, 2015).

3. Concluding Activities

Educators and learners together conclude the essence of learning. Reflect and evaluate the learning process and the results obtained. The educator will conduct exams, tests, or quizzes to see the extent of understanding that students have mastered. Conducting assessments is important as material for educators' evaluation of what has been taught. With the implementation of quizzes, students will be active and participate in this assessment. Each learner must be responsible for himself and his group mates to be able to understand the lesson well.

All these stages are implemented in the IRE learning process of Hajj and Umrah material; with an edutainment approach, students are actively involved in the learning process and provide an accurate picture of how the process of carrying out Hajj and Umrah through virtual reality and using demonstration methods. From the qualitative analysis carried out that the results of IRE learning on edutainment-based Hajj and Umrah material involve the activeness of students and provide an excellent understanding; this is based on students being able to explain back the material about Hajj and Umrah and being able to answer quis in the form of cognitive questions with average satisfactory results.

The limitations of the research only describe the learning process and applying edutainment steps on Hajj and Umrah material and have yet to see the overall relationship between the application of edutainment methods with student understanding or student activeness presented with quantitative analysis. So that it can be used in the following research to see the correlation or level of student understanding of Hajj and Umrah material with an edutainment approach

Conclusion

Eduiatnment-based Islamic Religious Education learning will be done well when educators can organize the learning process well. The thing that must be considered in this edutainment learning model is that learning is carried out interactively, fun, inspiring, challenging, and motivates students to play an active role during the learning process. The concept of edutainment learning refers to the characteristics of humanizing the classroom, active learning, a learning approach focused on students, appreciation to participants, the classroom environment is designed comfortably, motivating students in the learning process. and Accelerated learning that can attract the attention of students, create clear learning objectives, create fun learning. The application of edutainment-based learning in Islamic Religious Education subjects Hajj and Umrah material is carried out in three stages, including receptions that provide a comprehensive overview of Hajj and Umrah material, core activities are carried out with a variety of fun methods, including Virtual Reality, demonstrations, and simulations, in the final action of learning using games and quizzes related to the material studied. The fun learning process significantly impacts students' understanding of Hajj and Umrah material.

Conflict of interests

The authors declare that they have no conflict of interest.

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