

Use Of Information Communication Technology (Ict) In Pai Learning At State Primary School Keputran 06 Pekalongan

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Abstract

This article begins with the dynamics of contemporary developments related to the development of technology and information. The technology that has been developed is very diverse, including bio technology, multimedia technology and communication technology which make a significant contribution to every aspect, one of which is the educational aspect such as the use of ICT in PAI learning. Learning using ICT can motivate students which ultimately influences learning outcomes (output). The use of ICT is an alternative solution in addressing problems related to the quality of PAI learning. According to several research results, the use of ICT can provide positive values for the world of education. This article explains how PAI teachers are creative in developing ICT-based learning media using a descriptive qualitative approach, which tries to thoroughly understand the phenomena that exist in the field. The qualitative approach is considered relevant because it aims to describe the use of ICT-based learning media in PAI learning at SD Negeri Keputran 06 Pekalongan. From the research that has been carried out, it can be concluded that in implementing ICT-based learning there is a need for training so that PAI teachers must be able to master ICT well so that the learning objectives that have been formulated can be achieved. Therefore, ICT-based PAI learning will only be successful if it is managed in a planned, systematic and integrated manner.

Keywords: learning, PAI teacher, ICT, and studying result.

A. Introduction

Nowadays people are increasingly aware of the importance of media in order to assist in the learning process. In essence, the learning process is a communication process that must be realized through delivery activities and the process of exchanging messages or information by each teacher and student. The message or information can be in the form of knowledge, skills, ideas, experiences, and so on. Through the communication process, messages or information are expected to be absorbed and easily understood.¹ Currently, there is a trend towards utilizing or utilizing media based on information and communication technology (ICT). Information and Communication Technology (ICT) is a big idea that includes all technical equipment for processing and conveying information. ICT can cover two aspects, namely information technology and communication technology.²

¹ Arief S Sadiman, dkk., *Educational Media*, (Jakarta: PT Raja Grafindo Persada, 2008), p. 41

² Warsit Bambang, *Technology of Learning*, (Jakarta: Rineka Cipta, 2014), p. 10

Information technology includes everything related to processes, use as a tool, manipulation and management of information. Meanwhile, communication technology is everything related to the use of tools to process and transfer data from one device to another.

ICT-based learning media is equipment used in the learning process by utilizing technology. With the development of ICT, the education system also develops, from elementary to higher education levels. Various methods and media have been introduced and used in the learning and teaching process with the aim that more teachers will provide creativity in teaching and can produce more meaningful learning so that it will improve the quality of learning. The application of ICT-based learning is a strategic solution in facing the future of education in Indonesia. This is in line with the policy in the National Education Department's Strategic Plan for 2005-2006 where future learning is not just following global trends but is a strategic step in an effort to improve access and quality of educational services to the community.

The Islamic Religious Education (PAI) learning process is still considered conventional, where the transfer of knowledge process is carried out using a white board as the main facility, the room is managed in a static format, and the teacher is the only source of information who is an expert in field (teacher centered). Limited learning resources also have an impact on students' lack of understanding and practice of PAI subject matter, so the use of ICT-based learning is very good and recommended, considering that ICT is a basic need in implementing an effective learning process in the current era of globalization so that ICT cannot be denied as a fundamental needs in determining the quality and effectiveness of the PAI learning process.

Heading Level

1. Understanding PAI Learning Media

The term media comes from the Latin *medius* which means "middle", "intermediary", or "introduction". The term "media" is often associated or replaced with the word "technology" which comes from the Latin *tekne* (art) and *logos* (science). When correlated with education and learning, the definition of media in the learning and teaching process tends to be defined as graphic, photographic or electronic tools for capturing, processing and reconstructing visual or verbal information. Meanwhile, learning is an effort to teach a person or group of people through various strategies, methods and approaches towards achieving planned goals. Learning can also be seen as a programmatic teacher activity in instructional design to make students learn actively which emphasizes the provision of learning resources.

The learning process is a process of interaction between teachers and students and students with students. Through the learning process, students will develop towards human formation as implied in the goals of national education. So that PAI learning can take place effectively and efficiently, a teacher is required to have the ability to realize the learning process in a comfortable and conducive

atmosphere.³ So, PAI learning media is anything that can be used to channel messages from sender to recipient so as to stimulate students' thoughts, feelings, interests and desires so that the learning and teaching process can occur in order to achieve learning goals effectively.

2. Understanding and Concepts of ICT

Information and Communication Technology or what we know better as ICT is all forms of technology applied to process and transmit information in electronic form using hardware, namely computers/laptops, and software in the form of spreadsheets. Technology comes from the Greek *techne/technie* which means path or art, skill. Meanwhile, *logia* comes from the Latin word *logos* which means knowledge. According to Smaldino, technology comes from the Greek word *technologia* which comes from the words *techne* meaning ability, *logia* meaning expression. Thus, technology is a term related to the use and knowledge of tools and skills.⁴ When referring to learning, the technology in question is the use and specific knowledge of tools/equipment and skills applied in the learning process by the teacher.

Gatot Priowirjanto explained that ICT is a term used to describe interesting and innovative ways to provide lifelong learning with global access to information, learning and support. In this case ICT includes communication devices or applications, including: radio, television, cellular telephones, computer and network hardware and software, satellite systems and so on, as well as various services and applications related to them, such as video conferencing and distance learning. The same thing was also stated by Anderson, who said that ICT includes many technologies that⁵ enable us to receive information and communicate or exchange information with other people, with devices and functions to capture, interpret, store and transmit information.⁶

3. Concept of Islamic Education (PAI)

Islamic Education (PAI) is a learning activity that aims to produce students who are devout in religion, for this reason it needs to be directed towards moral and character growth. Religious education does not only provide knowledge about religion, but also emphasizes character, identity and religious activities.⁷ Islamic Religious Education (PAI) is defined as a conscious effort to prepare students to believe, understand, appreciate and practice the teachings of Islam through guidance, teaching and training activities by paying attention to the demand to

³ Warsit Bambang, *Technology of Learning ...*, p. 23

⁴ Jamal Ma'mur Asmani, *Tips Efektif Pemanfaatan Teknologi Informasi dan Komunikasi dalam Dunia Pendidikan*, (Yogyakarta: Diva Press, 2011), p. 135-138

⁵ Muchammad Afifuddin, Pengembangan Media Pembelajaran PAI Berbasis ICT, at *Jurnal Tarbawi STAI Al-Ishlah*, Vol. II, No. 4, 2016, Semarang, hlm. 11-12

⁶ Anderson, Implementasi ICT dalam Pembelajaran di Sekolah Dasar, dalam *Jurnal Teknodika*, Vol. I, No. 1, 2015, hlm. 40

⁷ Zuhairini, *Konsep dan Makna Pembelajaran PAI*, (Jakarta: Alfabeta, 2012), p. 68

respect other religions in relation to inter-religious harmony in society. to realize national unity.⁸

According to Zuhairini: Islamic religious education is systematic and pragmatic efforts to help students so that they can live according to Islamic teachings. Meanwhile, according to Achmadi, Islamic Religious Education is an effort that is more devoted to developing students' diverse nature in appreciating and appreciating the Islamic religion in order to become people with Muslim personalities and practice Islamic teachings. Islamic Religious Education is education through the teachings of the Islamic religion, namely in the form of guidance and care for students so that later a student can understand, appreciate and practice the teachings of the Islamic religion which he believes in thoroughly, as well as making the teachings of the Islamic religion into an ideology. his life for the sake of safety and prosperity in this world and in the afterlife.

4. Advantages of ICT in Learning Media Development

The advantages of using ICT to improve the quality of learning are very diverse, including:⁹

- a. providing flexibility for students in determining study time so that they avoid feeling bored due to the influence of geographical location.
- b. Through the available ICT facilities, students are expected to be able to explore and also find inspiration or new innovations from experts throughout the world.
- c. The existence of ICT in the education system makes it possible for several learning activities, such as sending school assignments to students, monitoring student progress, and assessments to be carried out on time.

It doesn't stop there, there are also several advantages that can be absorbed from the implementation of ICT in PAI learning as stated by two leading experts named Nwosu and Ugbomo, quoted by Abdul Gafar among others:¹⁰

- a. Active learning: ICT-based PAI learning can be used as a tool to test, calculate and analyze information. In this way, students can use it independently in order to understand, analyze and construct new information. Therefore, students can learn as they have done, where and at any time, study real life problems in more depth, and also make the learning process much more relevant.
- b. Collaborative learning: PAI learning through ICT can support interaction and cooperation between students, teachers and experts, regardless of where they come from. In addition, and apart from real-world interaction models, ICT-supported learning provides students with the opportunity to work with people who come from a variety of different cultures, thereby helping to enhance their collective abilities, communicative skills and global awareness.

⁸ Zuhairini, *Konsep dan Makna Pembelajaran ...*, p. 68

⁹ Fatah Syukur, *Teknologi Pendidikan*. (Semarang: Rasail Media Group, 2008), p. 105

¹⁰ Abdul Gafar dan Muhammad Jamil, *Reformulasi Rancangan Pembelajaran PAI*, (Jakarta: Nur Insani, 2017), hlm. 38-39

- c. Creative Learning: ICT-based PAI learning can provide new understanding for students through various activities that can be applied in learning classes. Through the use of ICT, a variety of creative solutions are found, which if categorized can be included in the type of inquiry learning. For example, in learning reading skills, e-books are available that can be used for learning activities. In addition, students can access all types of texts from the easiest to the highest level via their computers, laptops and tablets.
- d. Integrative learning: PAI learning which is strengthened by the use of ICT can be used to promote thematic and integrative approaches into every learning and teaching activity. This approach can be used to erase the gaps that have formed between various disciplines, as well as between theory and practice, which are characteristic of traditional classroom approaches.
- e. Evaluative learning: PAI learning supported by ICT can be said to be student-directed learning and tends to be diagnostic. This learning model recognizes the very diverse ways of learning and articulating knowledge, thus providing opportunities for students to explore and discover rather than just listening and remembering activities.¹¹

B. Method

This article uses a qualitative descriptive research type. The reason for using it is because this article will describe the characteristics of the application of PAI learning in accordance with researchers' observations as explained in various theories, namely that qualitative research is a research procedure that produces descriptive data in the form of written or verbal editorials from people and observable behavior.¹² This article is also said to be qualitative research because the research uses a natural background, with the aim of interpreting phenomena that occur and is carried out by involving various available methods. This type of research has characteristics, including an actual setting, the researcher is the key instrument, the data is descriptive, emphasizes the process,¹³ the data analysis is inductive, and the meaning of each event is an essential concern in qualitative research.

C. Results

PAI learning media is basically intended as a learning aid, in the form of interactive multimedia software. This learning media is intended to make it easier for students to learn PAI material. The design of PAI learning media is based on the competencies contained in the PAI learning used. Software and hardware needed for developing PAI learning.

When the learning process takes place, students look enthusiastic in paying attention to the teacher's explanation of the material presented. The teacher's explanation is also accompanied by real examples that occur in everyday life. The

¹¹ Abdul Gha far dan Muhammad Jamil, *Reformulasi Rancangan Pembelajaran*

¹² Ahmad Baidhowi, *Penelitian Ilmiah Kependidikan*, (Jakarta: Raja Grafindo Persada, 2011), hlm. 76

¹³ Budi Waluyo, Pengembangan Media Pembelajaran PAI Berbasis ICT, at *Jurnal An-Nur: Kajian Pendidikan dan Ilmu Keislaman* Vol. 7, No. 2, Juli-Desember 2021, hlm. 43

lesson ends with consolidation (reinforcement) of the material that has been provided. Don't forget that teachers provide motivation or encouragement to students to always behave in a noble and commendable manner in social life, both in the school environment and in the neighborhood where they live, and don't forget to provide motivation to always study harder in order to achieve a brilliant future. The application of ICT in PAI learning can be seen from changes in students' learning attitudes which show positive changes such as the classroom atmosphere becoming calm, students being active and responding to the material being taught. Apart from that, students are also enthusiastic about doing the assignments given by the teacher. This is very different from the results of PAI learning which is carried out without using ICT media, which makes students' attention to PAI learning quite low.

D. Conclusion

From the description above, it can be concluded that the use of ICT (Information Communication and Technology) in PAI learning can be done with various kinds of applications as well as software and digital teaching materials. The application of PAI learning media with materials that will be taught to students using applications that support and are designed based on the PAI learning process design must be prepared beforehand in order to get good results. PAI learning using ICT and digital teaching materials has a positive impact on student learning motivation.

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