

Implementation of Technology Based Islamic Religious Education Strategies in Postgraduate UIN Gusdur

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Abstract

Era 5.0 is a time that combines technology with various areas of human life, especially those related to education. The focus of education and learning at this time lies in developing 21st century abilities and skills, for example students' creative abilities, attitudes taken in solving problems, and students' critical culture. Education in this era opens up wider opportunities for learning oriented towards inclusive education or skills to adapt to needs. However, this technological development causes changes in the learning approach taken because it has to adapt to the latest technology. So the challenges that must be faced to integrate the latest technology in learning require an overhaul of the curriculum system and technology-based learning methods. For this reason, it is necessary to increase the skills of teachers or lecturers in using technology, as well as adequate infrastructure support and educational resources. This research aims to find out how to implement technology-based Islamic religious education strategies or Technology-Enhanced Learning in UIN Gus Dur Pekalongan graduate school. The research method used is descriptive qualitative. This method is used in an effort to understand phenomena intensively through non-numerical data collection, for example words, images and documents. The findings of this research are that the technology-based Islamic religious education strategy at the UIN Gus Dur postgraduate course was implemented in 16 meetings, the details of which were: There were 13 meetings held offline or face-to-face, 1 meeting held online, and 2 meetings held online for UTS assignments and UAS. There was 1 online meeting which was held using Google Meet, in this meeting students were required to be able to create a class room and present power points online via Google Meet to conduct presentations and discussions. At the 13th to 15th meeting, students were given the task of looking for applications that could be used to support the learning system when teaching at school and then presented sequentially as when teaching in class. The final output of this lecture learning is to create content that is uploaded to each social media which contains about PAI learning at school so that students are required to be able to use video editing applications creatively.

Keywords: implementation, educational strategy, technology

A. Introduction

Judging from the increasingly sophisticated development of the times, information and communication technology is now developing rapidly. This technological sophistication can be utilized in various aspects ranging from education, economics, politics and socio-culture. The big impact is especially felt in the field of education, whereas in the past the education system only used traditional tools such as printed books, nowadays to look for references you don't have to go through paper books but you can directly look for them through existing technology such as gadgets. In gadgets we can find references for learning anywhere and anytime, either through e-books or scientific journals. The development of increasingly sophisticated technology has ultimately also created new methods for teachers in determining strategies for teaching PAI both at school and in college¹.

Nowadays the development of technology 5.0. promises broad connections between humans and machines and between machines and machines. Machines can create systems that are more intelligent, adaptive and can interact with the environment effectively. Various smart tools 5.0. which are currently developing include the Internet of Things (IOT), Artificial Intelligence (AI), Robotics, 3D Printing, and Augmented Reality (A.R)².

Era 5.0 is a technological era that combines technology with various aspects of human life, including in the field of education. Education in the era of technology 5.0 focuses on learning that is oriented towards developing 21st century competencies and skills, such as skills that involve student creativity, collaboration, critical and problem solving processes. However, education in the Technology 5.0 era also faces challenges in integrating increasingly sophisticated technology into learning, so an overhaul of the curriculum and technology-oriented learning methods is needed. Therefore, it is necessary to develop the abilities of teachers or lecturers in operating technology, as well as adequate infrastructure support and educational resources³.

Education in the Technology 5.0 era also promises opportunities for the development of more inclusive and skills-based learning, so that it can improve the quality of education with learning needs in line with current developments. This is because there has been a change in the learning approach which is carried out by utilizing the latest technology. Technological developments that have become increasingly advanced in recent years have opened up new opportunities in the field of education, making it possible for educators and students to gain knowledge from the latest technological innovations in their teaching and learning activities.

¹ Eggen, Paul, Don Kauchak, 2012, Strategi dan Model Pembelajaran. Jakarta: Indeks.

² Darmawan, Deni, 2013, Teknologi Pembelajaran. Bandung: PT. Remaja Rosdakarya.

³ Amaliyah, Nurhadifah, Waddi Fatimah, dan Perawati Bte Abustang, 2019, Model Pendidikan Inovatif Abad 21, Yogyakarta: Samudra Biru.

Technology era 5.0 learning uses advanced technology such as artificial intelligence, virtual reality, augmented reality, internet of things, and others. The use of this technology allows teachers to design curricula that suit individual student needs and offer a more interactive and effective learning experience. Additionally, technology can encourage students to study various topics.

From various sources, so that they can develop broader knowledge about the topics studied. In the era of technology 5.0, students also have access to more and varied learning resources, which can help them develop skills and knowledge more effectively.

However, despite the many benefits of using modern technology in everyday life, technological developments ultimately have negative impacts, such as dependence on technology and lack of direct social interaction as well as irresponsible use of technology. Therefore, it is necessary to have a good understanding of modern technology so that it can reduce the negative impact of the use of technology in social life ⁴.

Innovative digital technology learning must be practical to local needs and educational structures. In responding to this, policy makers must also be responsive to this so that learning can take place effectively and efficiently. Policymakers often assume that educational innovation will also change the school environment. In fact, technology-based innovation will actually enrich the education system in studying the increasingly sophisticated external world environment. At the same time as they bring new actors and stakeholders into the education system, at least the education industry with its own ideas, views and dreams about a brighter future for education can be brought into play. Therefore, educational innovation must be seen as a renewal that involves a wider range of students, including the role of government.

The main problem faced is that in practice teachers or educators are often not ready for the integration of technology in education. In fact, it is the will and ability of educators that is the key to creating effective and efficient learning. So teachers must have the attitude to continue to want to learn, especially in the use of technology in the learning process. Apart from that, the practice of learning using technology is still difficult due to limited infrastructure as a tool for learning. The constraints in this case require teachers, both teachers and lecturers, to be able to use the available equipment but with the maximum possible results.

In practice, the lecture activities carried out by lecturer Bagas Mukti Nasrowi at the UIN Gus Dur Pekalongan postgraduate course provide an overview of how to implement technology-based education strategies if implemented in the classroom

⁴ Zulfa, Putri Indana, Mamluatun Ni'mah, Nur Fitri Amalia, "Implementasi Media Pembelajaran Berbasis Teknologi IT dalam Mengatasi Keterbatasan Pendidikan di Era 5.0 pada Sekolah Dasar". *Jurnal El Bidayah*, Vol. 5, No. 1 Maret 2023.

education system. The hope is that students who are teachers or prospective teachers can find out how effective educational strategies using this method are when applied in the real world, namely in a classroom. Teaching practice using this method can also be used as a guide for students to find out the advantages and disadvantages of using technology in learning Islamic religious education at school.

This is done because information and communication technology (ICT) is a source of innovation in the education system because it offers various new tools and instruments that have the potential to change the technological, organizational and institutional foundations. There has been a lot of research that examines the use and benefits of technology in learning. Technological progress must be linked to innovations in the world of education as explained in the background. Because we are currently in the era of society 5.0 where technology plays an important role in all fields, including education. Based on this, the researcher wants to conduct research regarding how to implement technology-based Islamic religious education strategies at the UIN Gusdur Postgraduate Program.

B. Theoretical Review

1. Understanding Learning Strategies

The term strategy comes from (strategy) comes from "noun" and "verb" in Greek. As a noun, strategos, is a combination of the words stratos (military) with "ago" (to lead). As a verb, stratego means to plan (to plan). Mintzberg and Waters (1983) stated that strategy is a general pattern of decisions or actions (strategies are realized as patterns in the stream of decisions or action). Hardy, Langley, and Rose in Sudjana (1986) stated that strategy is perceived as a plan or a set of explicit intention preceding and controlling action (strategy is understood as a plan or will that precedes and controls activities). Based on the definitions above, it can be stated that strategy is a pattern that is planned and determined deliberately to carry out activities or actions. Actions include the objectives of the activity, who is involved in the activity, the content of the activity, the process of the activity, and the means to support the activity.

The word strategy was initially used more in military circles as a way to organize a set of tools to defeat the enemy. This requires the preparation of a number of troops, the type and number of means of transportation, the amount of supplies, as well as the right time to face the opponent, the aim is none other than to defeat the enemy. Therefore, enemy strength is the main consideration. Nowadays the term strategy is used in various fields of activity that achieve success in achieving goals. In the world of education, strategy can be defined as a plan, method, or series of activities designed to achieve a particular educational goal.

A learning strategy is defined as a plan in which there are activities arranged in such a way as to achieve certain learning goals, including the use of methods and

the utilization of various resources or strengths in learning that are arranged to achieve certain goals. A learning strategy is a learning activity that teachers and students must carry out so that learning objectives can be achieved effectively and efficiently.

Strategy is intended as a teacher's effort to create an environmental system that allows the teaching process to occur. To carry out their duties professionally, teachers need broad insight into possible teaching and learning strategies in accordance with the learning objectives that have been formulated. This learning strategy contains various alternatives that can be considered for selection in the context of teaching planning. According to T. Raka Joni, quoted by Elfa Rosyidah Mahfud, learning strategies are the general pattern and sequence of actions of teachers and students in realizing teaching and learning activities. Teacher-student actions in the teaching and learning process consist of various forms. The overall form is what is called the general pattern and sequence of teacher-student actions. A teacher who plans his teaching system must first think about the strategy. After determining an alternative, he then prepares a teaching plan or instructional design.

From several definitions of strategy, it can be concluded that an educational strategy is a plan of action or series of activities including the use of methods and the utilization of various resources or strengths in learning which are arranged to achieve learning goals. In learning strategies, the basis for consideration is learning itself, because the goal to be achieved is a change in student behavior, namely the individual who is in the process and not the teacher who is giving the lesson. Therefore, learning strategies must consider learning principles⁵.

2. Understanding Educational Technology

The word technology is often understood by lay people as something in the form of machines or things related to machinery, but actually educational technology has a broader meaning, because educational technology is a combination of human elements, machines, ideas, procedures and management (Hoba, 1977) then this understanding will be clearer with the understanding that essentially technology is the application of science or other organized knowledge into practical tasks (Galbraith, 1977). The existence of technology must be interpreted as an effort to increase effectiveness and efficiency and technology cannot be separated from problems, because technology was born and developed to solve problems faced by humans. In this regard, educational technology can also be viewed as a product and process (Sadiman, 1993).

As an educational technology product, it is easy to understand because it is more concrete in nature, such as radio, television, projector, OHP and so on. As a

⁵ Karwono, Achmad Irfan Muzni, 2020, Strategi Pembelajaran dalam Profesi Keguruan, Depok: PT. Raja Grafindo Persada.

process, educational technology is abstract. In this case, educational technology can be understood as a complex and integrated process that involves people, procedures, ideas, equipment and organizations to analyze problems, find ways to overcome problems, implement, assess and manage solutions to problems that cover all aspects. human learning. (AECT, 1977). In line with this, the birth of educational technology was born from problems in education. Educational problems that are currently emerging include equal distribution of opportunities to obtain education, improving the quality, relevance and efficiency of education. A serious problem that is still felt by education from basic education to higher education is the quality problem, of course this can be solved through an educational technology approach. There are three basic principles in educational technology as a reference in its development and use, namely: systems approach, student-oriented, and utilization of learning resources (Sadiman, 1984). The principle of a systems approach means that the implementation of education and learning needs to be designed using a systems approach. In designing learning, procedural steps are required including: problem identification, situation analysis, goal identification, learning management, determining methods, determining learning evaluation media (IDI model, 1989).

The student-oriented principle means that in learning the attention should be focused on the students by paying attention to the characteristics, interests and potential of the students. The principle of utilizing learning resources means that in learning students should be able to utilize learning resources to access the knowledge and skills they need. One more thing is that educational technology is a field that emphasizes aspects of student learning. The success of learning carried out in an educational activity is how students can learn, by identifying, developing, organizing and using all kinds of learning resources. Thus, efforts to solve problems in the educational technology approach are by utilizing learning resources. This is indicated by changing the term from educational technology to learning technology. In the definition of learning technology it is stated that "Educational technology is theory and practice in terms of design, development, utilization, management and evaluation of resources and processes for learning"

Technology has a very important role in the field of education, including the following:

- a. The emergence of mass media, especially electronic media as a source of knowledge and center of education. The impact of this is that educators are not the only source of knowledge.
- b. The emergence of new learning methods, which make it easier for students and teachers in the learning process.

c. The learning system does not have to be face-to-face. With advances in technology, the learning process does not have to bring students together with teachers, but can also use the internet and so on.

3. Technology in Education

Technology in education includes all tools that can be used to present information, especially those relating to education and assessment, such as television, language laboratories, and various projected media and computers. It can be said that everything included as audio-visual audio is classified as technology in education. The field of audio-visual equipment itself is a combination of two different but related things, namely hardware and software.

Hardware relates to equipment/equipment, such as OH, slide projectors, tape recorders, video cassettes, televisions, microcomputers. Related software with various types used in connection with this equipment, such as: transparencies, audiotape, video recording, and computer programs. Technology in education is a very important aspect of educational technology, especially with regard to the use of audio-visual units. By using hardware in accordance with software, efficiency and effectiveness, as well as the quality of learning can be improved or increased. This is what underlies the development of technology in education today. Hardware contains connotations of the use of engineering techniques such as optics and electronics and then software is developed in the form of learning materials that are harmonious and based on psychology and learning theories, which in turn gives rise to thoughts about the need for teaching and learning design and in the end a new interpretation emerges called education technology.

Educational technology is a theory of how learning problems are identified and solved. Educational technology is a complex field involving various aspects, integration processes, analyzing and solving learning problems. Educational technology is a profession in the business activities of organizing, implementing theories, techniques and practical applications. Educational technology is often confused with technology in education. Technology in education is the application of technology to something that involves an educational organizing body. This includes technology applications for food, health, financing, planning, reporting and other processes that help education through an institution. Educational technology is not the same as technology in education. Educational technology is often confused with teaching technology. Teaching technology is a sub-set (device) of educational technology, based on the concept that teaching is a sub-set of education. So, all teaching technologies fit within the parameters of educational technology; while educational technology does not fit within the parameters of teaching technology. Teaching technology emphasizes operational activities, while educational technology places more emphasis on development and management functions. Therefore, they use learning resources more than the

components of the teaching system, they include all learning resources that can be used in learning facilities.

The definition of educational technology is a theory, because it brings together the criteria for the existence of a phenomenon, explanation, conclusion, orientation, systematicity, identification, research generalization strategy, predication, and a principle or set of principles. Educational technology has distinctive intellectual techniques. An approach to solving problems. Each development and management function has its own techniques combined with it. The intellectual technology of educational technology is more than the sum of its parts. It involves the systematic integration of the specific technologies of these functions and their relationships, into a complex, integrated process to analyze the entire problem and create new solutions. Producing a synergistic effect, producing output that is not based on implementing specific elements separately. So, this educational technology is unique, no other field can match it.

Educational technology has practical applications. The existence of learning resources and performance from the development and management functions is also an indication strictly from practical application. The application of educational technology influences the structure of educational organizations because:

- a) Transform the strong impact of educational technology into curriculum strategies.
- b) Introducing 4 types of human education patterns themselves as other sources that people use and control, people in joint responsibility with other sources (combined into an educational system that uses teaching media), other sources (teaching media) themselves.
- c) Create the possibility of alternative forms of institutions for learning facilities, and be able to serve all alternative types of institutions. These applications have a significant impact on the specific processes of education: changing the techniques of doing, and the people who do, the provision of content (including standardization, selection, quantity and quality), design, production, teaching evaluation, interaction, students. The results show drastic changes in the governance of school systems and individual teachers.

Based on the theoretical study described above, it can be understood that the meaning of implementing a technology-based learning strategy is a method or way of implementing a pattern that is planned and determined deliberately to carry out theoretical and practical activities or actions. Both in terms of design, development, utilization, management and evaluation of sources and processes for learning by utilizing existing technology as a medium to support the learning process.

C. Research Methods

This article was written using the descriptive-qualitative method. The qualitative descriptive method is a research method used to understand a phenomenon in depth by collecting non-numerical data, such as words, images or documents. This method focuses on the description and interpretation of the phenomenon being studied. The data obtained from this method is in the form of (words, images, or behavior) not in the form of numbers and statistical figures, but still uses a qualitative form which has a broader meaning than just numbers or frequencies ⁶. In its implementation, this research focuses on the process, namely to answer the questions what, why and how. So the question becomes: What is meant by a technology-based PAI learning strategy or Technology-Enhanced Learning? How do you implement technology-based PAI learning strategies or Technology-Enhanced Learning in UIN Gus Dur postgraduate studies? and Why is technology-based PAI learning or Technology-Enhanced Learning implemented in the UIN Gus Dur postgraduate study?

The primary data source in this research is recordings of direct interviews in the field. Meanwhile, secondary data sources for this research were obtained from book and journal references. The data obtained is then analyzed in depth by identifying patterns or themes that emerge from the data that has been collected ⁷. The researcher then provides an interpretation of the results of the data analysis. In collecting data for this article, the author made direct observations in the field and interviewed MPAI-A class students class of 2023 taught by Lecturer Bagas Mukti Nasrowi in the PAI Learning Multimedia course for one semester. Then, after obtaining the data, analysis is carried out and conclusions are drawn from the researcher's perspective.

D. Result

In the multimedia PAI learning course conducted by lecturer Bagas Mukti Nasrowi in semester 1 of the UIN Gusdur postgraduate course, he applies a technology-based PAI learning model or Technology-Enhanced Learning in every meeting. In implementation, the first thing that must be done is to create a learning implementation plan or what is called a RPP.

At the beginning of the meeting the lecturer divided the students into 9 groups, each group consisting of 2 students. In 1 group, students are given different topics according to the existing RPS. The following is data on the distribution of presentation groups in each lecture:

⁶ Margono, 2010, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta.

⁷Emzir, 2020, *Metodologi Penelitian Pendidikan: Kuantitatif & Kualitatif*, Jakarta: Rajawali Pers.

| NO | NAME | TITLE |
|----|---|--|
| 1 | Khairunnisa Rizalullah | Paradigma Media Pembelajaran Abad 21 (Landasan, Definisi, dan Fungsi) |
| 2 | Mohamad Siroj Ulfi Nabila | Urgensi Inovasi Media Pembelajaran |
| 3 | Dewi Silfiana Amiq Khoirul Fahmi | Studi Kebutuhan Pengembangan Media Pembelajaran |
| 4 | Ahmad Sibaweh Alfina Indah Febryanti | Ragam Bentuk Media Pembelajaran (Grafis, Audio, Vidio, Audio Vidio, dan Multi) |
| 5 | Azi Zatul Hikmah Muhammad Pri Sandi Aditya | Media Pembelajaran berbasis Augmented Reality (AR) |
| 6 | Aldi Hasani Harfi Fadhlani Fachirotu Mina | Media Pembelajaran berbasis Virtual Reality (VR) |
| 7 | Muhammad Arroyan Amalia Zulfa | Media Pembelajaran Berbasis Artificial Intelegence (AI) |
| 8 | Fajar Subhan | Media Video Digital dalam Proses Pembelajaran |
| 9 | Muhammad Fadhlurrohman | Studi Research and Development (RnD) Media Pembelajaran |

Of the total number of 16 meetings, 13 meetings were held offline or face-to-face, 1 meeting was held online, and 2 meetings were held online for UTS and UAS assignments. In each lecture, students are required to be able to use technology in the form of computers/laptops in each meeting and then make presentations using Power Point. There was 1 online meeting which was held using Google Meet, in this meeting students were required to be able to create a class room and present power points online via Google Meet to conduct presentations and discussions. At the 13th to 15th meeting, students were given the task of looking for applications that could be used to support the learning system when teaching at school and then presented sequentially as when teaching in class. The final task of this course is to create content that is uploaded to each social media which contains about PAI learning at school so that students are required to be able to use video editing applications creatively.

E. Discussion

In one semester of study, the researcher was of the opinion that the existing RPS was in accordance with the needs of students who were prospective teachers. In practice, the presentations made by each student using Power Point at meetings 1 to 12 ran smoothly using each student's computer or laptop. The use of computers or laptops in Power Pont presentations can accommodate students who are slow to accept lectures because it can provide an affective climate. This is because animated graphics, colors and music on the computer will help record presentation

activities during lectures ⁸. As a result, the discussions held by students in class are always exciting with interesting and enthusiastic questions because the lecturer never sets time limits and the thoughts of each student in class during discussions. After the discussion is finished, the lecturer explains the understanding and conclusions of the discussion. This is appropriate because one of the duties of an instructor, both lecturer and teacher, is to engage students in the learning process and provide responses and feedback in discussions ⁹.

Then at the 13th to 15th meeting, students are given the task of making a learning implementation plan or RPP and looking for an Android application that can support an interesting learning process in class. This learning plan is then used as a guideline when teaching practice using applications related to PAI learning in the classroom. The applications used by students vary, from educational games, fiqh applications, to supporting applications in online learning. The following applications are used by students in microteaching practice:

| NO | NAME | APPLICATION |
|----|----------------------------|---------------------------------|
| 1 | Khairunnisa | Assembler Studio: Buat 3D & AR |
| 2 | Rizalullah | Tuntunan Sholat Lengkap + Audio |
| 3 | Mohamad Siroj | Belajar Tajwid + Suara |
| 4 | Ulfi Nabila | Hitung Waris Islam (Faraid) |
| 5 | Dewi Silfiana | Muslim Daily: Al Qur'an, Sholat |
| 6 | Ahmad Sibaweh | Belajar Wudhu dan Do'a |
| 7 | Amiq Khoirul Fahmi | Tebak Kata di Kepala Indonesia |
| 8 | Azi Zatul Hikmah | Quizizz: Mainkan untuk belajar |
| 9 | Aldi Hasani Harfi Fadhlani | Google Classroom |
| 10 | Fachirotu Mina | Belajar Agama Islam |
| 11 | Amalia Zulfa | Kumpulan Do'a Harian Anak |
| 12 | Alfina Indah Febryanti | Qur'an Memorization Test |
| 13 | Muhammad Pri Sandi Aditya | Murrotal Al-Qur'an Merdu |
| 14 | Muhammad Arroyan | Qur'an Belajar Indonesia |
| 15 | Fajar Subhan | NU Online: Qur'an Sholat Tahlil |
| 16 | Muhammad Fadhlurrohman | Marbel Gim Petualangan Puasa |

The students responded and participated in practicing enthusiastically and answered all questions asked by the presenters who practiced using the application. This proves that the learning model using technology by utilizing Android applications is interesting to practice in the classroom, because it combines three learning styles of various individuals, namely audio, visual and kinesthetic learning styles. First, the audio style is suitable for lecture, discussion and question and answer methods. Second, the visual style which uses media,

⁸ Kustandi, Cecep, Daddy Darmawan, 2020, Pengembangan Media Pembelajaran, Jakarta: Kencana.

⁹ Arsyad, Azhar, 2020, Media Pembelajaran, Depok: Rajagrafindo.

props, pictures, videos, and direct instruction. And third, the kinesthetic style, which means practicing for yourself what you have been taught ¹⁰.

Then at the end of the lecture students create content which is uploaded to social media for the UAS. The uploaded content is quite creative and interesting looking at the various concepts created by each student. Students are allowed to upload their content via their preferred social media. The result was that 2 students uploaded content via Instagram, 6 students on YouTube, 2 students on Facebook, and 6 students on TikTok.

By providing lectures using technology-based strategies like this, it is hoped that students as prospective teachers will get various learning methods that can be used during the classroom learning process by utilizing existing information and communication technology. A learning system using technology like this will stimulate students so they don't get bored with the learning material provided by a teacher or educator ¹¹. The obstacle in the lecture process using this technology-based Islamic religious education strategy if viewed from the planning is the difficulty for students to create lesson plans because not all students have experience as teachers or are fresh graduates. Then, if we look at the implementation, not all students in the class were able to follow the presenter to download the learning application presented because they were hampered by their respective cellphones not being supported. As a result, students can only see what is presented on the projector without practicing it directly. Finally, if we look at the evaluation, the weakness of using this strategy model is that it is still difficult to implement in schools. This is because the implementation requires using gadget media in the learning process, while not all schools allow students to bring cellphones to school. Limited infrastructure in schools is also one of the obstacles to this technology-based learning system because the number of tools in the form of computers is limited.

F. Conclusion

Implementation of a technology-based Islamic religious education strategy or Technology-Enhanced Learning is a method or way of implementing a pattern that is planned and determined deliberately to carry out theoretical and practical activities or actions. Both in terms of design, development, utilization, management and evaluation of sources and processes for learning by utilizing existing technology as a medium to support the learning process. This educational strategy using today's technology is used so that the learning system is not outdated and can keep up with current scientific developments. The impact is that educators, both lecturers and teachers, must be willing to learn to master IT.

¹⁰ Syukri, 2019, *Metode Khusus Pendidikan dan Pembelajaran Agama Islam*, Jakarta: Kencana.

¹¹ Majid, Abdul, 2012, *Belajar dan Pembelajaran*, Bandung: PT Remaja Rosdakarya.

In an effort to try to keep up with the development of increasingly sophisticated digital technology in the 5.0 era. One of the UIN Gus Dur Postgraduate lecturers, Bagas Mukti Nasrowi, implemented a technology-based Islamic religious education strategy or Technology-Enhanced Learning in the PAI multimedia learning course he taught. This is implemented by requiring students to be proficient in utilizing existing technology such as presentations using Power Point, creating Google Meet links to prepare online lectures, practicing microteaching by utilizing Android applications that support the learning process, and utilizing social media to upload interesting educational content. .

There are several obstacles in the lecture process using this technology-based Islamic religious education strategy, including: If you look at the planning, it is difficult for students to create lesson plans because not all students have experience as teachers or are fresh graduates. Then, if we look at the implementation, not all students in the class were able to follow the presenter to download the learning application presented because they were hampered by their respective cellphones not being supported. Finally, if we look at the evaluation, the weakness of using this strategy model is that it is still difficult to implement in schools.

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