

The Existence of Madrasah Diniyah Miftahul Hidayah Bandar As An Alternative to Islamic Religious Education in the Development of Learning Technology in the Digital Era

Laila Syarifah¹, Rusmiati²

^{1,2}Master of Islamic Education

Postgraduate Program of UIN K.H. Abdurrahman Wahid Pekalongan

syariefaa.ahmadha@gmail.com

rusmiati2501@gmail.com

Abstract

Madrasah Diniyah, as a non-formal Islamic education institution, has an important role in providing Islamic religious education to the community. The existence of madrasah has been well accommodated and well supported by the government and the Ministry of Religious Affairs. In addition, the existence of madrasahs in this era of modernization and development must be able to accommodate the needs of Islamic religious education which is expected to continue to grow so that it can be maximized in providing Islamic values and forming good morals to students. In this era of rapid development of learning technology, the existence of Madrasah Diniyah is faced with various challenges and opportunities. This research aims to describe the existence of Madrasah Diniyah in the digital era and identify the challenges and opportunities faced. One of the Diniyah Madrasahs that uses technology as a learning base is Madrasah Diniyah Miftahul Hidayah Bandar. Madrasah Diniyah Miftahul Hidayah Bandar exists as an alternative to Islamic religious education in the digital era. By utilizing learning technology, this madrasah seeks to improve the quality of education and reach more students. This research discusses the existence of Madrasah Diniyah Miftahul Hidayah Bandar in developing learning technology in the digital era. This research uses a qualitative method with a case study approach. The results showed that Madrasah Diniyah Miftahul Hidayah Bandar has utilized various learning technologies, such as multimedia-based learning media, online learning applications, and social media platforms. The utilization of this technology has a positive impact on the teaching and learning process, namely increasing santri motivation, facilitating access to information, and improving the quality of learning. This study also recommends several strategies to improve the effectiveness of learning technology utilization in Madrasah Diniyah Miftahul Hidayah Bandar, such as teacher training on learning technology, development of interesting and interactive learning content, and utilization of technology to improve communication between teachers and students.

Keywords: madrasah diniyah, Islamic religious education, learning technology, digital era

A. Introduction

The changing times that are now occurring have brought many changes in human life, both positive and negative changes. The current development of modernization and technology is increasingly intensively developing in human life even every circle feels the impact, these developments have brought us to two choices. First, modernization and the development of the times are a form of progress for us as an effort to keep up with the times that we should be grateful for and proud of (Rachman & Maimun, 2016). Second, modernization and the development of the times are a form of threat to human development that we must fortify and be aware of seriously. Therefore, efforts to improve the quality of knowledge and human mentality must be accelerated, as well as the importance of human spiritual mental development through the cultivation of religious knowledge and religion as a basis for behavior and responding to various developments in modernity, especially in the younger generation. This needs to be done so that the younger generation does not tend to misuse various developments in modernity and information technology on matters that are contrary to religious norms, state legal norms, and social norms (Nizah Nuriatun, 2016) Therefore, religious education as a way to shape human mentality and character to balance the development of modernity through technology is a necessity.

The development of information and communication technology has brought major changes in various aspects of life, including education. In this digital era, learning technology is one of the keys to improving the quality of education. Madrasah Diniyah as an Islamic religious education institution has an important role in providing religious education to the community. In this digital era, Diniyah Madrasahs need to adapt by utilizing learning technology to improve the quality of education and reach more students.

Madrasah Diniyah is a non-formal religious education institution that teaches a variety of Islamic materials. The Islamic values are contained in the fields of study it teaches such as Fiqh, Tauhid, Akhlaq, Hadith, Tafsir nahwu and shorof. These lessons are lessons that students do not get when studying in formal schools that are not from the madrasah group. Such as elementary education, junior high school (SMP) and also final secondary education or commonly called high school. schools that become madrasah groups do not only contain Islamic education. There are also some Madrasahs that provide teaching in the form of forming skills or talents of students such as recitation, calligraphy and teaching other skills. When viewed from its history, Madrasah Education is an old education in Indonesia, known and taught since before Indonesia's independence as an effort to preach or convey knowledge which at that time was taught in the form of recitations in surau surau, discussions or indeed an association has been formed to carry out teaching and learning activities around Islamic material. Diniyah Madrasah is an educational institution that has grown in the midst of society, starting from communities in villages and in urban centers. The existence of non-formal education in the form of madrasah with the aim of advancing three very important elements, namely: Worship to instill Iman and Taqwa, Tabligh to spread religious knowledge, Amal-amal to realize

community activities in everyday life. (M Jauhari, 2017) besides that madrasah also has Islamic values in general. Islamic values that are applied to students who develop in madrasahs such as aqidah, morals, and also worship which are obligations that must be carried out by mankind which have been contained in the Qur'an which is made a reference in Islamic education. The habituation that is done makes students more polite starting from speech and actions. The acculturation in the madrasah environment is considered capable of realizing Islamic education by the community itself (Santosa & Marvida, 2021). For this reason, researchers are interested in researching the existence of Madrasah Diniyah Miftahul Hidayah Bandar as an alternative to Islamic Religious Education in the development of learning technology in the Digital Age.

B. Methods

This research was conducted at Madrasah Diniyah Awaliyah Miftahul Hidayah, which coincides in Dukuh Sidodot, Tambahrejo Village, Bandar District, Batang Regency which is located not far from residential areas so that it is easily accessible by the community. The type of research used in this writing is a type of qualitative research. this research uses a naturalistic approach. this approach requires data collection in a natural setting or directly (Nazirwan, 2020) This approach is a data collection technique obtained in this study obtained through primary sources, namely observation which is a technique commonly used in qualitative research. Research based on observation techniques has long been dominated by visual observation compared to auditive observation which until now has been rarely used (Hardiansyah et al., 2021) And the second uses interview techniques. Tectic interviews in qualitative research are conversations that have the aim of collecting real data by asking several informal questions. and supplemented by secondary data sources from previous research, scientific articles, and relevant books. The subjects of observation and interviews in this study were students of madrasah diniyah awaliyah miftahul hidayah. With these interviews and observations, it is to analyze the data whether the existence of madrasah diniyah as an alternative to Islamic religious education.

C. RESULTS AND DISCUSSION

Based on the research results, it can be concluded that Madrasah Diniyah Mifatahul Hidayah Bandar has a strong existence as an alternative to Islamic religious education in the digital era. The following is an analysis that was successfully described, among others:

Existence of Madrasah Diniyah Miftahul Hidayah Bandar

Madrasah Diniyah Mifatahul Hidayah Bandar has been present for 20 years in providing Islamic religious education to the community. This madrasah has a vision to become a quality and global-minded madrasah diniyah, as well as a mission to

organize Islamic religious education that is comprehensive, innovative, and has character.

Madrasah Diniyah Mifatahul Hidayah Bandar has several advantages that make it an attractive alternative to Islamic religious education in the digital era, namely:

1. **Comprehensive curriculum:** The madrasah has a comprehensive curriculum that includes Islamic religious materials, Arabic language, and general science. This curriculum is designed to prepare the students to be obedient and knowledgeable Muslims.
2. **Competent teaching staff:** The madrasah has competent and experienced teaching staff. The teachers have high educational qualifications and have attended various trainings to improve their teaching skills.
3. **Innovative learning methods:** The madrasah uses innovative and interesting learning methods, such as discussions, simulations, and educational games. These learning methods help students to more easily understand the subject matter and increase their learning motivation.
4. **Technology utilization:** This madrasah utilizes technology in the learning process, such as the use of multimedia, the internet, and online learning applications. The utilization of this technology helps santri to learn more effectively and efficiently.
5. **Adequate facilities and infrastructure:** This madrasah has adequate facilities and infrastructure to support the learning process, such as comfortable classrooms, computer laboratories, and libraries.

The Role of Madrasah Diniyah Mifatahul Hidayah Bandar in the Development of Learning Technology in the Digital Age

Madrasah Diniyah Mifatahul Hidayah Bandar has an important role in the development of learning technology in the digital era. This madrasah is an example of how early childhood education can utilize technology to improve the quality of education. Some of the roles of Madrasah Diniyah Mifatahul Hidayah Bandar in the development of learning technology in the digital era include:

1. **Developing a technology-based learning model:** This madrasah developed a technology-based learning model that can be used by other madrasah diniyah. This learning model can help madrasah diniyah to improve the quality of their education.
2. **Organizing training for madrasah diniyah teachers:** The madrasah organized training for madrasah teachers on how to use technology in the learning process. This training helps madrasah diniyah teachers to improve their competence in using technology.
3. **Sharing experiences and best practices:** The madrasah shares experiences and best practices in using learning technology with other madrasah diniyah. This can help other madrasah diniyah to learn and apply technology in their learning process.

Educational Development Stage of Madrasah Diniyah Miftahul Hidayah

1. Development at the institutional level

Curriculum development at the institutional level means development in an education unit. For example: Madrasah Diniyah Awaliyah, Madrasah Diniyah Wustho and Madrasah Diniyah Ulya. As happened in Madrasah Diniyah Awaliyah Miftahul Hidayah, there are several steps that can be taken for curriculum development at this level, among others:

- a. Formulating the goals of the institution, starting with making or reviewing the vision-mission that has been set previously, whether it is still relevant to current and future needs or not. From the vision-mission, the competency standards of graduates are also formulated, which are expected to be achieved after the students graduate from the madrasah diniyah.
- b. Determining the content and structure of the program, namely determining the subjects that will be taught to achieve the vision and mission and competency standards of graduates. Differences in the type and number of subjects to be taught are based on consideration of the needs of the students, the demands of society, and the development of science and technology in this global era. In Madrasah Diniyah Awaliyah Miftahul Hidayah, it uses a separate subject centered pattern, where each discipline stands alone as a subject, such as the lessons of al-Qur'an, Fiqh, Tauhid Science and so on. This has been the program since the beginning as an effort to focus more on each lesson.
- c. The learning implementation strategy at Madrasah Diniyah Awaliyah Miftahul Hidayah is carried out in a face-to-face system, as well as with additional learning activities in the form of extracurricular training.

2. Program Development of Each Subject

In the subject development program at Madrasah Diniyah Awaliyah Miftahul Hidayah always follows the curriculum program set from FKDT (Forum Komunikasi Diniyah Takmiliyah) which organizes each subject taught in madrasah diniyah to be made the same in order to facilitate the activities of semester exams where in the Batang Regency the questions for the exam are managed and issued from the Regency. The method used to equalize the subjects in each madrasa is by using the same references (books) that have been recommended from the district.

Through FKDT, the administrators of various Diniyah Madrasahs unite, gather and deliberate for the progress of Diniyah Madrasahs. The result of the FKDT deliberation was the organization of the final examination of the Diniyah Madrasahs for both level promotion and graduation has been carried out simultaneously, together and coordinated by the FKDT.

3. Classroom Learning Program Development

Curriculum development at this stage is carried out by each teacher/ustadz in Madrasah Diniyah Awaliyah in accordance with the subjects they teach. The materials prepared to develop this are: Syllabus, Books/Teaching Materials, Annual Program and Semester Program. This development activity is known as developing a Learning Implementation Plan.

Forms and Learning Activities of Madrasah Diniyah Miftahul Hidayah

In this Diniyah Awaliyah Miftahul Hidayah madrasah, the learning process is outlined in intracurricular and extracurricular activities. These two types of activities are managed in the entire teaching and learning process in the madrasah diniyah, the two types of activities are:

1. Intracurricular Activities

Teaching and learning activities here have been determined by the time and schedule of each subject. In principle, intracurricular activities are face-to-face activities between teachers and students.

2. Extracurricular activities

In addition to intracurricular learning activities, at Diniyah Awaliyah Miftahul Hidayah there are also activities outside of regular class hours in the form of extracurricular activities, which are carried out inside and outside the madrasah with the aim of expanding students' knowledge, regarding the relationship between various fields of development / subjects, channeling talents and interests, supporting institutional achievements, and completing efforts to develop the whole person. This activity consists of recitation training, calligraphy training, and martial arts training. This activity is carried out periodically at a certain time.

Supporting Factors for the Existence of Madrasah Diniyah Miftahul Hidayah

Until now, Madrasah Diniyah Miftahul Hidayah still maintains the tradition of the time used for learning in the afternoon with the consideration of providing additional religious insights for students who go to school in the morning (SD/MI, MTs/SMP, MA/SMA) which in fact only get a little religious knowledge. The following are some aspects that become supporting and inhibiting factors for the existence of madrasah diniyah:

1. Institutional aspect

The supporting factor for the existence of this aspect is the legal formal existence of Madrasah Diniyah as a religious (Islamic) education unit that has been recognized in the National Education System Law No. 20/2003 and government regulations (PP No. 55 of 2003) . Its existence is effective in increasing the religious knowledge of its students, which is not obtained in formal schools.

2. Management aspect

The management of Madrasah Diniyah Miftahul Hidayah has been well established, from leadership management or organizational management as well

as management of activities related to madrasah activities. However, there are some obstacles in this aspect, where the management of this madrasah from the management is filled by teachers/teachers who teach, this is an obstacle because the management and teaching become an inseparable part. As in the interview conducted by Ustad Ahmad Fauzy as the head of Madrasah Diniyah Miftahul Hidayah, he hopes that someday the management of this madrasa can be filled by people who focus on managing the development of the madrasa, while the ustad / teacher focuses on the teaching field.

3. Teaching Staff

Conceptually, being a teacher requires sincerity, even if it is not paid. Likewise, the teaching staff at Madrasah Diniyah Miftahul Hidayah, every time there is a recruitment of teaching teachers, they are always informed in advance about the payment/incentive so that prospective teachers are not fixated on payment but because of sincerity. Therefore, madrasah diniyah teachers feel called to teach voluntarily without thinking about salary. Discussing the issue of incentives (*bisyaroh*) for madrasah diniyah teachers until now still cannot be said to be “feasible”. Because the principle of sincerity is what sometimes makes madrasah diniyah managers with a measure of sincerity. However, the government's concern for madrasah teachers can be said to be improving, where now every teacher who has been registered will receive incentives from the government, and in Madrasah Diniyah Miftahul Hidayah itself there is also an incentive fund from the village intended for teaching staff, although the amount is not much, but the government's concern has a very positive impact on the progress of this Islamic Education Institution.

Professionalism for teachers at Madrasah Diniyah Miftahul Hidayah is not the main thing. The condition and ability of the teachers here is not a matter of concern as is the case with teaching teachers in formal schools who are required to have a degree, because teachers are required to have the ability in all matters relating to the implementation of education and teaching. If at any time the teacher has shortcomings, he is required to immediately learn or improve himself. For teachers who still have little experience, the lack of ability in the teacher needs to be considered. Implementation and debriefing for madrasah diniyah teachers regarding materials, methods and learning strategies tailored to competencies are always carried out at Madrasah Diniyah Miftahul Hidayah at least once a semester.

4. Student Condition

If you look at the situation of students at Madrasah Diniyah Miftahul Hidayah, the number varies, each class ranges from 10 to 20 per class. Students who attend school here are not only from one hamlet, but consist of several different hamlets and even from outside the village. The enthusiasm of local residents is also quite high where the average child aged 7-12 or children who are still at an early age attend this madrasah.

5. Facilities and Infrastructure

Facilities and Infrastructure at Madrasah Diniyah Miftahul Hidayah can be said to be quite feasible from the general physical building of the madrasah or classroom building and is equipped with other facilities such as ablutions and toilets. The location of the madrasah in the village and roadside also facilitates access to the location. However, this Diniyah Miftahul Hidayah Madrasah still has shortcomings where the madrasah does not have its own office building, where the office still uses the house of the madrasah head which is right across the road in front of this madrasah.

However, the management of this madrasah always cooperates with local governments, especially with regard to the allocation of funds. Cooperation with local governments is expected to at least help in terms of funding and fulfillment of facilities and infrastructure for learning activities.

Challenges and Recommendations

Although Madrasah Diniyah Mifatahul Hidayah Bandar has been successful in utilizing technology to improve the quality of education, there are still some challenges faced, among others: Limited access to technology: Not all students in this madrasah have access to adequate technology. This can lead to gaps in learning. Lack of digital literacy: Not all teachers in this madrasah have adequate digital literacy. This can lead to difficulties in using technology in the learning process. High cost: Learning technology can be expensive to purchase and implement. This can be an obstacle for madrasah diniyah with limited budgets.

Based on these challenges, several recommendations can be made, among others: The government needs to provide assistance to madrasah diniyah to improve access to technology. Training institutions need to organize digital literacy training for madrasah diniyah teachers. It is also necessary to develop learning technologies that are affordable and easy to use by madrasah diniyah.

D. Conclusion

Madrasah Diniyah Mifatahul Hidayah Bandar is an example of a madrasah that successfully utilizes technology to improve the quality of education. This madrasah has several advantages that make it an attractive alternative to Islamic religious education in the digital era. Although there are still some challenges faced, Madrasah Diniyah Mifatahul Hidayah Bandar has an important role in the development of learning technology in the digital era. This madrasah can be an example for other diniyah madrasahs in utilizing technology to improve the quality of education.

Madrasah Diniyah is an educational institution that provides classical education and teaching in Islamic religious knowledge to students using existing technology. Diniyah Madrasah is a religious education institution that has been recognized by the community and the government. Law No.20/2003 (Departemen Agama RI, 2000) on the National Education System stipulates that Madrasah Diniyah is one of the educational institutions that provide education to students in the field of religion.

The education system in Madrasah Diniyah is integrated with the education model in technology-based pesantren. This is done so that the values of “Islamic” religious education are not uprooted but remain in the learning process, although the learning pattern in pesantren is sometimes very different from the pattern in Madrasah Diniyah.

The function of Madrasah is none other than as a place to educate and deepen religious knowledge as well as a suggestion to teach and foster noble morals for children who lack religious knowledge in formal schools. In the midst of the times and modernization, the existence of madrasah in the community can continue to be improved with the support of the community and the government despite the fact that in the midst of this modernization the status of madrasah is still a side school of formal schools.

The existence of Madrasah Diniyah has been well accommodated by the local government and the Ministry of Religious Affairs, so that it will continue to advance and follow the development of technology-based times. Diniyah Madrasah is very important to maintain its existence because of its role as an educational institution that teaches the values of goodness and divinity to the children of the younger generation in the community to be able to grow into intelligent and faithful people.

REFERENCES

- Departemen Agama RI. (2000). *Pedoman Penyelenggaraan dan Pembinaan Madrasah Diniyah*.
- Hardiansyah, M. A., Ramadhan, I., Suriyanisa, S., Pratiwi, B., Kusumayanti, N., & Yeni, Y. (2021). Analisis Perubahan Sistem Pelaksanaan Pembelajaran Daring ke Luring pada Masa Pandemi Covid-19 di SMP. *Jurnal Basicedu*, 5(6), 5840–5852. <https://doi.org/10.31004/basicedu.v5i6.1784>
- M Jauhari. (2017). *Upaya Pendidikan Madrasah Dalam Meningkatkan Prestasi Belajar Siswa Pada Materi Fiqih di Madrasah Diniyah Miftahul Ulum Pruten Ngembal Pasuruan*. 2(2).
- Nazirwan, N. (2020). Pemberdayaan Sumber Daya Manusia Studi Kasus pada Madrasah Ibtidaiyah Negeri 1 Kota Jambi. *Jurnal Pendidikan Guru*, 1(2), 41–62. <https://doi.org/10.47783/jurpendigu.v1i2.164>
- Nizah Nuriatun. (2016). Dinamika Madrasah Diniyah. *Edukasia : Jurnal Penelitian Pendidikan Agama Islam*, 11(1).
- Rachman, F., & Maimun, A. (2016). Madrasah diniyah takmiliyah (mdt) sebagai pusat pengetahuan agama masyarakat pedesaan (Studi tentang Peran MDT Di Desa Gapura Timur Gapura Sumenep) madrasah diniyah takmiliyah (MDT) as relegious knowledge institution of villager (A Study About The Role of. *Anil Islam*, 9(1), 56–94.
- Santosa, S., & Marvida, T. (2021). Pembudayaan Nilai-Nilai Islam di Madrasah

dan Masyarakat. *Jurnal Basicedu*, 5(6), 6418–6425.
<https://doi.org/10.31004/basicedu.v5i6.1643>