

Readiness of Islamic Religious Education Teachers in Facing Challenge Learning in Generation Z and Alpha

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Abstract

Teachers of Islamic Religious Education (PAI) have challenge learning that doesn't different with other. Even PAI teachers have more responsibility than other teacher. So PAI teachers are always ready to educate in various generation, especially this era, generation Z and Alpha. This study aims to know : (1) the readiness of PAI teachers in face challenge learning in generation Z and Alpha (2) conditions means support learning For generation Z and Alpha. Method used that is quantitative with use technique data collection in the form of questionnaire . Subject study This is a PAI teacher in the Pekalongan City area with take sample respondent a total of 25 (twenty five) people from different school . About generation Z and alpha as much as 68%, knowledge about characteristics generation Z and alpha as much as 64%, you know potency participant educate For actualize various potential student in PAI field as much as 60%, you know method utilizing information media and technology For support and develop PAI material as much as 84%, making planning learning before carry out PAI learning as much as 44%, have mastery material to be be delivered to participant educate as much as 84%, prepare material to be be delivered to participant educate before learning as much as 36% and, have knowledge about generation Z and alpha as much as 68%, using facility learning with utilise technology information owned by school as much as 36% , and make assessment in PAI learning as much as 32% and respondents who did not make assessment in PAI learning as much as 68%. understanding about PAI teacher readiness in challenge learning generation Z and alpha yet Ready Because percentage below 50%. Whereas owned school facilities and infrastructure Not yet fully utilized.

Keywords: teacher readiness, Islamic religious education, learning, gen Z, gen Alpha

Introduction

In the era of disruption , the learning of Islamic Religious Education (PAI) experienced development and change big . Disruption era No only offer challenge , will but give chance too _ man For still exist with still hold firm objective Islamic religious learning is one of them is capable create quality moral man _ noble , which in the process No only depending on the learning provided within _ class just However exists braid communication and learning between teachers and students outside class . Of course just matter the become challenge for teachers of Islamic religious education .

Development technology and information is very fast and not unstoppable possible Who just can access scattered information _ widespread on the internet. Everything that comes from from all over the world can be accessed with easy via the internet where only and when just without exists filter / filter from various field life only through gadgets (Anwar, 2022). The

development of the world of education in matter maintenance education nor from convenience in get sources Study or knowledge .

Impact from development technology has give birth to more modern generation or _ contemporary (neoteric) of generation before . Generation the old millennials known has replaced by generation Z and alpha. Generation Z often called with iGeneration (internet generation) is generation is born 2001s or _ some say _ between in 1998-2010 (Murad, 2019) when technology it 's so modern since age early laptop, internet or cellphone clever Already become matter ordinary , and the generation of alpha is generation is born 2011-2025 years . (Nugroho, 2019) is the closest and closest generation with digital technology , difficult separated with gadgets that are considered the smartest compared to generation before (Fadlurrohim : 2019). Generation Z and Alpha are literate generation _ technology ”. They have used to do activity in period same time _ like tweet with _ cell phone , search information with a laptop while listening to music or watch movies from youtube . Social media has interesting interest many people with reason fun . Thanks to social media, people are easy For share ideas, photos , videos with the world at large . For them , life divided into two realms , ie the realm of the real world and virtual worlds, virtual worlds have set like the real world because in their virtual world can playing , joking , learning , and hanging out . circumstances that's what makes that virtual world is over big from the real world (Zazin : 2020). So that Wijoyo (2020) mentioned they as a generation that is highly eloquent and highly dependent on technology information and computer applications . They with easy and fast get required information _ For interest education nor need other .

Responding condition generation Z and alpha , teachers of Islamic religious education have role strategic in prepare education and learning in various generation , especially the present era this , ie generation Z and Alpha. PAI teachers are able escort development pattern he thought in framework prepare for the future For generation z and alpha in order to get become man wholly owned _ morals glorious as well as capable finish every problem that occurred in his life (Khotimah , 2020).

Kopnina (2020) argues that there is decisive aspect _ course of the learning process , that is policy education , management schools , facilities and infrastructure , teachers and students . Policy education relate with step achievement objective learning and development curriculum . Management school relate with role school and culture developed school _ For support results learn .

Facilities and infrastructure support learning in a manner overall , however aspect important lies in the actor and the subject learning , namely teachers and students . Teacher is milestone main in reach quality learning . _ Learning objectives will running and fit with curriculum Because teacher role . The teacher becomes an actor who gives dynamics and color in education (Risan, 2022). Teacher becomes inspiration and example for student . Good learning _ determined by how the teacher understands students , so submitted material _ easy understood by students . understanding other that is about eye lesson to be part important in develop theory , implementation and practice education teaching (Anvar, 2022). Delivery material lesson designed based on needs and characteristics student . Teachers need developing learning models and strategies based on character student . (Hendrastomo , 2023). Based on explanation that can be understood _ that task a must start teacher is doing prepare need

learning. Writer use chance beginning year lesson for know PAI teacher readiness in face challenge learning in Z and alpha generations in Pekalongan City.

Methods

Research Design

Study This is study descriptive descriptive quantitative _ circumstances subject or object research at the time Now This based on visible facts _ or as exist . In collecting information related study This so method used _ in study This is method survey . Reasons for using method survey that is For data completeness . With it information or additional data from results survey , then information that happened become richer and more complete . So that detailed description of the results end study truly comprehensive and giving convincing conclusion . _

Participants

Deep sample study is a PAI teacher at a Public/ Private Elementary School in Pekalongan City a total of 25 people random .

Research Procedures

Researcher Compile a questionnaire based on the PAI teacher readiness instrument in face challenge learning in generation Z and Alpha. those instruments among others:

1. Knowledge about generation Z and Alpha
2. Knowledge about characteristics generation Z and Alpha
3. Knowledge about potency participant educate For actualize potential _ _ in PAI field
4. Knowledge about method utilizing information media and technology For support and develop PAI material
5. Planning _ learning before carry out learning
6. Prepare PAI material to be be delivered
7. Mastery PAI material to be be delivered
8. Use of learning media (such as : google, canva , youtube , quizziz , etc.)
9. Use facility learning with utilise technology information owned by school

Study done with share questionnaire to all PAI teachers in public/ private elementary schools. Then 25 people are taken random .

Data Collection Technique

Deep data collection techniques study This is questionnaire. The questionnaire used is questionnaire closed that is compiled questionnaire _ with provide choice answer complete so that respondent only choose one _ answers that have available .

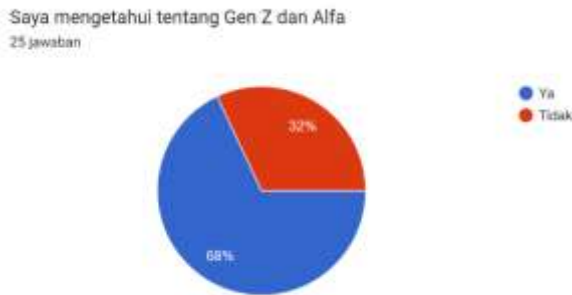
Data Analysis Techniques

After the data is obtained based on technique data collection used , then researcher do data analysis with sample percentage.

Results

Based on results research, from twenty five respondents , obtained _ results as following:

Diagram 1.1 : Knowledge about generation Z and alpha



Based on diagram 1.1 shows that respondents who have knowledge about generation Z and alpha as much as 68% and respondents who did not own knowledge about generation Z and alpha as much as 32%.

Diagram 1.2 : Knowledge about characteristics generation Z and alpha



Based on diagram 1.2 shows that respondents who have knowledge about characteristics generation Z and alpha as much as 64% and respondents who did not own knowledge about characteristics generation Z and alpha as much as 36%.

Diagram 1.3 : Knowledge about potency participant educate For actualize various potential student in PAI field

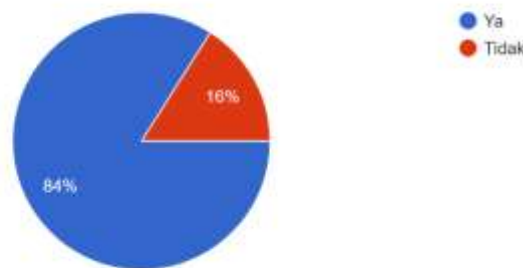


Based on diagram 1.3 shows that respondents who know potency participant educate For actualize various potential student in PAI field as much as 60% and respondents who did not know potency participant educate For actualize various potential student in PAI field as much as 40%.

Diagram 1.4 : Knowledge about method utilizing information media and technology For support and develop PAI material

Saya mengetahui cara memanfaatkan media informasi dan teknologi untuk mendukung dan mengembangkan materi PAI

25 jawaban

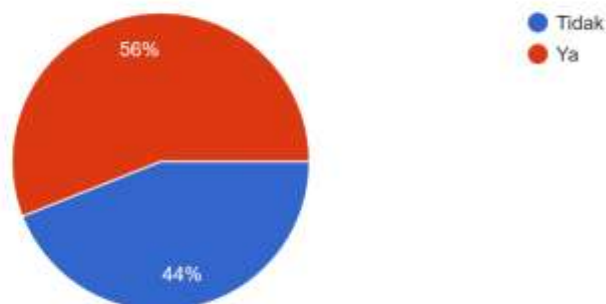


Based on diagram 1.4 m shows that respondents who know method utilizing information media and technology For support and develop PAI material as much as 84% and respondents who did not know method utilizing information media and technology For support and develop PAI material as much as 16%.

Diagram 1.5 : Make planning learning before carry out PAI learning

Saya membuat perencanaan pembelajaran sebelum melaksanakan pembelajaran PAI

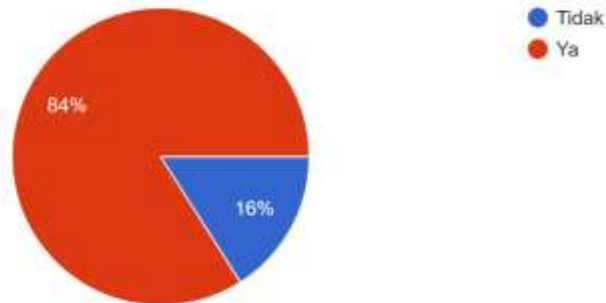
25 jawaban



Based on diagram 1.5 shows that the respondent made planning learning before carry out PAI learning as much as 44% and respondents who did not make planning learning before carry out PAI learning 56%.

Diagram 1.6 : Mastery PAI material to be delivered to participant educate

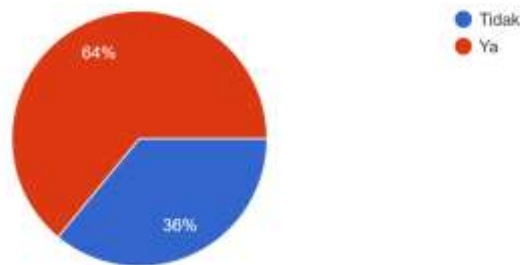
Saya menguasai materi PAI yang akan saya sampaikan kepada peserta didik
25 jawaban



Based on diagram 1.6 m shows that respondents who have mastery material to be delivered to participant educate as much as 84% and respondents who did not own mastery material to be delivered to participant educate as much as 16%.

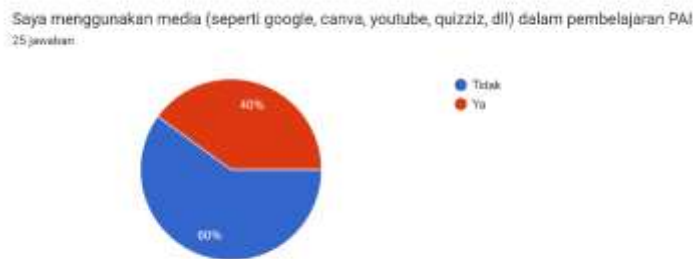
Diagram 1.7 : Preparation material to be delivered to participant educate before learning

Saya menyiapkan materi PAI yang akan saya sampaikan kepada peserta didik sebelum dilaksanakan pembelajaran
25 jawaban



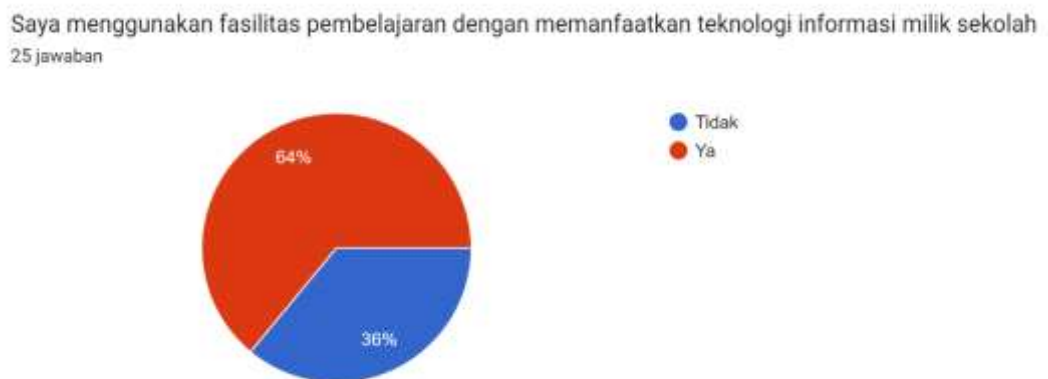
Based on diagram 1.7 m shows that prepared respondents _ material to be delivered to participant educate before learning as much as 36% and respondents who did not prepare material to be delivered to participant educate before learning as much as 64%.

Diagram 1.8 : The use of media (such as Google, Canva , YouTube , Quiziz , etc.) PAI learning



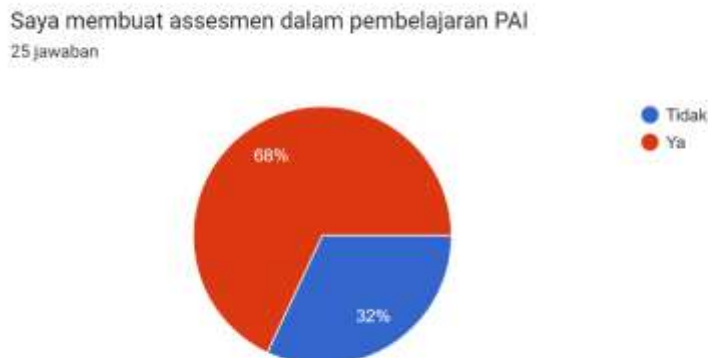
Based on diagram 1.8 shows that respondents who have knowledge about generation Z and alpha as much as 68% and respondents who did not own knowledge about generation Z and alpha as much as 32%.

Diagram 1.9 : Use facility learning with utilise technology information owned by school



Based on diagram 1.9 m shows that respondents who use facility learning with utilise technology information owned by school as much as 36% and respondents who did not use facility learning with utilise technology information owned by school as much as 64%.

Diagram 1.10 : Making assesment in PAI learning



Based on diagram 1.10 shows that the respondent made assessment in PAI learning as much as 32% and respondents who did not make assessment in PAI learning as much as 68%.

Conclusion

Study descriptive quantitative this time use method survey with s sample in study is a PAI teacher at a Public/ Private Elementary School in Pekalongan City a total of 25 people random. As for the survey contains 10 questions . Result of respondent as following : knowledge about generation Z and alpha as much as 68%, knowledge about characteristics generation Z and alpha as much as 64%, you know potency participant educate For actualize various potential _ _ in PAI field as much as 60%, you know method utilizing information media and technology For support and develop PAI material as much as 84% , making planning learning before carry out PAI learning as much as 44%, have mastery material to be be delivered to participant educate as much as 84% , prepare material to be be delivered to participant educate before learning as much as 36% and, have knowledge about generation Z and alpha as much as 68% , using facility learning with utilise technology information owned by school as much as 36% , and make assessment in PAI learning as much as 32% and respondents who did not make assessment in PAI learning as much as 68%. Based on results the can concluded that of 25 understanding PAI teachers about PAI teacher readiness in challenge learning generation Z and alpha yet Ready Because percentage below 50%. Whereas owned facilities and infrastructure _ school Not yet fully utilized.

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