

IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY-BASED LEARNING MEDIA FOR ISLAMIC RELIGIOUS EDUCATION TEACHERS IN JUNIOR HIGH SCHOOLS NORTH TAMBUSAI COUNTRY 6

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Abstract

Keywords:

Application,
Media,
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Technology,
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This research aims to obtain information about the Application of Information and Communication Technology-Based Learning Media for Islamic Religious Education Teachers at North Tambusai 6 State Junior High School. This type of research is a type of qualitative research with a qualitative descriptive method. Data collection techniques in this research are observation, interviews, documentation and questionnaires. Data analysis techniques use data reduction, data presentation and verification. Based on the results of the analysis above, it can be concluded that 1) The implementation of Information and Communication Technology-Based Learning Media for Islamic Religious Education Teachers at Tambusai Utara 6 State Junior High School runs in three stages: a) Learning planning, b) Learning process, c) Learning evaluation by using YouTube, PPT and Microsoft Teams 365 media. By implementing learning media based on information and communication technology, it makes it easier for both teachers and students to deliver material and receive material delivered by teachers, as well as making learning activities more varied. 2) Supporting and inhibiting factors in the Implementation of Information and Communication Technology-Based Learning Media for Islamic Religious Education Teachers at North Tambusai 6 State Junior High School, including; a) supporting factors such as the availability of Wifi, the availability of infocus and LCD Projectors and the Teacher's Ability in Operating Information.

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INTRODUCTION

Teacher's ability in use technology is A must in frame realize school based technology information. Progress from knowledge knowledge demands teachers to more active follow development from knowledge knowledge and accompanying technology



Development teacher's ability in utilise technology will help realize school based knowledge technological, namely understanding about learning, curriculum and development style Study with use technology. Teachers' abilities in utilizing learning media be one of factor in motivating participant educate For more active and have Spirit For learn. In a way intellectual and *skill*, a teacher has not quite enough answer in enlightening mind and train skills participant educate (Restiana et al., 2023).

Islamic Religious Education is one of the eye lessons in schools medium above which is included in curriculum. Subjects This is one of the eye lessons at school Intermediate Firstly, the 6th State of North Tambusai covers inside it eye lesson Fiqh, Aqidah Akhlak, Qur'an Hadith, and History of Islamic Culture. PAI learning start from presentation material got to the idea is very interesting For delivered to participant educate and more interesting Again when developed through technology so that participant educate more understand in a way deep presentation material learning delivered by the teacher so can accepted by participants educate with Good.

According to Munir technology can give chance to participant educate For improve the learning process (Munir, 2012). This is can give opportunity also for teachers to be creative to eye lessons taught or fellow participant educate For each other exchange opinion, cooperation with friends, interact with the teacher, and remember return material that has been studied so that participant educate can understand the values contained within religious learning as well as more capable increase understanding participant educate in accept Islamic Education learning. So that can achievement expected PAI goals.

One of technology that has a very big influence towards the learning process namely technology information, especially *mobile phones* (HP), computers, laptops and *the internet*. Utilization of ICT in learning such as learning based computer (*computer based instruction*) and learning through electronic media (*e-learning*) based *web based learning* (WBL). In the form of computer, *internet*, laptop, *cellphone*, *infocus* that helps learning good inside both inside and outside school. Phenomena problems that can found to be low Understanding Students ' Attitude towards Islamic Education Subjects, Frequency Minimal Islamic Religious Education (Only Once a Week), Unbalanced Learning Load Consequence The number of Task from other subject teachers, the use of ICT is not yet optimal, especially in Islamic Religious Education Learning and the Lack of Innovation in ICT- Based Islamic Religious Education Learning Media.

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Implementation is something actions practice something theories, methods, and other things for reach objective certain and for something interests desired by a group or groups that have planned and structured previously. Definition This in line with Usman's opinion explains that implementation No just activity, but something planned activities and for reach objective activity (Usman, 2002).

According to Hamzah and Nina, the media is all shape and channels used For distribute message or information (Lamatenggo & Uno, 2016). Media is introduction message from sender to recipient message, with Thus the media is vehicle distributor information Study or distributor message (Rusman & Riyana, 2011). Based on The National Education Association (*NEA*) has different meanings. Media is forms communication Good printed as well as audiovisual and equipment. The media should

can manipulated, can seen, heard and read (Arief, 2008). Learning according to Sobry is effort For learn learners (Sutikno, 2021). Learning No only convey information or knowledge only, but conditioning learners For learn, because objective main learning is learners That Alone (Madaling et al., 2023).

Instructional Media is all form tool communication that can used For convey information from source to participant educate in a way planned so that created environment conducive learning Where the recipient can carry out the learning process in a way efficient and effective (Lamatenggo & Uno, 2016). Learning media used as means learning at school aim For can increase quality education. Media is means that can used as useful intermediary For increase effectiveness and efficiency in reach objectives (Maskur et al., 2017). Learning media is all something that can used For convey message or information in the learning process teach so that can stimulate attention and interest participant educate in Study (Arsyad, 2011).

Technology information and communication consists of from two aspects that is technology information and technology communication. Technology information is all related matters with manipulation and processing processes information. Meanwhile technology communication is all related matters with the process of conveying information from sender to receiver. Technology No only limited to technology computer (*hardware and software*) used in processing information, but rather covers technology communication For send information (Bayu Rianto, 2020). Outline can concluded that technology information interpreted as technology For obtain, process, store, and distribute various information file type with utilise computers and telecommunications were born from impulses strong For create innovation and creativity new that can.

METHOD STUDY

Types of research This is type research qualitative, namely describe stories that can describe and tell data from the problem being studied or do study repeat, ask other people, collect similar information For get same conclusion. Interpretation to content created and arranged in a way systemic / comprehensive and systematic (Amirul & Haryono, 2007). Study qualitative is type research that produces discoveries that are not can achieved with use procedures statistics or with method quantification others. Then you can concluded that in presenting data, research qualitative using the data and documents obtained from field for the truth the data can accountable.

Study field is research conducted with jump to field For explore and examine relevant data with problem study this. Research This done with method jump to field direct For get in -depth overview about How Implementation of Learning Media Based Technology Information for Islamic Religious Education Teachers in Schools Intermediate First, Negeri 6 North Tambusai. Then describe the data that has been investigated in a way systematic and blend with draft theories that have been There is (Amirul & Haryono, 2007).

RESULTS AND DISCUSSION

Based on fact findings that have been obtained in the field about Implementation of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate Firstly, Negeri 6 Tambusai Utara, next researchers do analysis against the data that has been collected.

Based on percentage respondents above, then can explained that Implementation

of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate First State 6 North Tambusai in statement positive on every questionnaire show that is 87.4%. This means Implementation of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate First, Negeri 6 Tambusai Utara is in the very good category namely between 81 %-100%. With indicators as following :

1. Technology Information and Communication (ICT) should Already provided party school
2. Party school should provide device multimedia as learning media support based Technology Information and Communication (ICT)
3. Difficult language understood in class, provided other materials in multi-media format interactive
4. Teachers develop based teaching materials technology Information and Communication
5. Student use facility technology information and communication at school and at home
6. PAI subjects do not need all of it taught in face advance in the classroom
7. Use of learning media based Technology Information and Communication Technology (ICT) is very helpful clarity material Islamic Education lessons
8. teaching method used by the teacher when This Already adequate
9. Teachers need to update method teach him so that No boring
10. Teacher's ability in use Technology Information and Communication (ICT) is sufficient Good
11. Existing learning media moment This Enough adequate
12. Teachers use innovative learning media based Technology Information and Communication (ICT) in schools
13. Teachers need to provide material Study For students who can accessed / used at any time outside school hours

Benefits of application of learning media in the learning process participant educate create more learning interesting attention participant educate, materials learning will more clear its meaning so that participant educate can with easy understand, master, and achieve objective learning, methods teaching carried out by teachers becomes more varies with No solely use verbal communication with words by the teacher that makes participant educate No bored and the teacher himself more save power.

Application of learning media based technology information and communication is innovations implemented school in frame use progress technology information and communication at a time become variation applied teaching in Islamic Education learning in schools Intermediate Firstly, Negeri 6 Tambusai Utara, which was previously more emphasize usage method lectures and giving example in a way monotonous in Islamic Education learning so that participant educate not enough interested to Learning. Application of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate First Negeri 6 Tambusai Utara running with three stages : 1) Planning learning, 2) Learning process, 3) Evaluation learning with using Youtube, PPT and Microsoft Teams 365 media. With application of learning media based technology information and communication This make things easier Good from teachers and participant educate in convey material and accept material delivered by the teacher, as well as make activity learning more varies. The ability of

Islamic Religious Education teachers in implementing learning media based technology information and communication Enough Good based on results observation and interviews with participant Islamic Education teachers and students at the school Intermediate First, Negeri 6 Tambusai Utara because the teacher has can planning, using and doing evaluation from application of learning media based technology information and communication in Islamic Education lessons. With choosing learning media based technology information in Islamic Religious Education learning makes it easier for teachers to explain the material to be delivered at a time give atmosphere differentiated learning than just explain with method lecture.

Application of learning media based technology information and communication more often used by Islamic Education teachers because more easy used add attention participant educate to material, at the same time assist teachers in delivery material to participant Educate. Application of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate Firstly, Negeri 6 Tambusai Utara has sufficient impact good, from results interview with two participants educate application of learning media based the technology and communication used by Islamic Religious Education teachers are sufficient effective in increase attention participant education and understanding participant educate to material so that make interest Study participant educate become more increased. Research This strengthen from study previously shown application of learning media based technology information and communication for Islamic Education teachers can seen from two things, namely : First, on the teacher's ability in plan materials, media, teaching materials and means infrastructure before learning, then implementation learning with using learning media based technology information and communication and the last one evaluation learning. Second, there is factor supporters and obstacles faced by Islamic Religious Education teachers in application of learning media based technology information and communication.

CONCLUSION

Based on invention in the field Implementation of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate Firstly, Negeri 6 Tambusai Utara, then can withdrawn conclusion that 1) Application of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate First State 6 North Tambusai in Implementation of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate First Negeri 6 Tambusai Utara running with three stages : a) Planning a) learning, b) learning process, c) evaluation learning with using Youtube, PPT and Microsoft Teams 365 media. 2) Supporting and inhibiting factors in Implementation of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate Firstly, Negeri 6 Tambusai Utara, including ; a) factors supporters such as, its availability Wifi, its availability *infocus* and LCD Projectors and Teachers' Ability in Operating Learning Media based Technology Information and Communication b) factors inhibitor like lack of range network or internet signal and not yet availability laboratory, thing this is what becomes constraint inhibitor in Implementation of Learning Media Based Technology Information and Communication for Islamic Religious Education Teachers in Schools Intermediate

Firstly, Negeri 6 Tambusai Utara does not walk with perfect. in his research.

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