Analysis of Technology Involvement in Islamic Religious Education Learning

Unik Hanifah Salsabila[1*], Rosyada Ayu Fatimah[2], Riska Anisa Indriyani[3], Fuad Dirahman[4], Yuhan Anendi[5]

Universitas Ahmad Dahlan, Indonesia

Email: unik.salsabila@pai.uad.ac.id*; rosyada2000331009@webmail.uad.ac.id;

riska2011331015@webmail.uad.ac.id; fuad2011331021@webmail.uad.ac.id;

yuhan2011331018@webmail.uad.ac.id

Abstract

The utilization of new technologies in Islamic educational practices is an undeniable necessity at this time. This article analyzes how Islamic religious education utilizes technology in the teaching and learning process, as well as the difficulties related with implementing this technology. This study employed a qualitative research approach in the form of a literature review to collect its data. According to the research findings, technology serves multiple functions and contributes to a variety of Islamic religious education components. This includes evaluation tools, transmission media, and design and planning forums for learning. Other findings explain some of the obstacles teachers face when utilizing technology, such as the need for more technological skills and infrastructure. On the basis of this study's findings, recommendations have been developed to enhance teachers' and students' understanding of how to maximize available technology by engaging in an intensive learning process.

Keywords: engagement; Islamic education; learning technologies

1. INTRODUCTION

Technology does not sound foreign to anyone and any group, now technology has been applied to all kinds of genres, including in the realm of education. The existence of this technology makes the implementation of all teaching and learning activities easier, practical, and flexible. The use of educational technology in learning Islamic Religious Education is very much needed. One of the uses of educational technology is in its audio visual technique (Ardita, Salsabila, Syarofah, Pahlevie, & Nur, 2021). The use of technology can make it easier for teachers to convey various knowledge, especially knowledge that can be considered abstract, as well as difficult knowledge. Educational technology makes it very easy for users, teachers and students. Educational technology can be implicated in the learning of Islamic Religious Education according to the learning needs. For example, in fiqh learning there is a lot of abstract material, one of which is the doomsday material.

Through technology, an educator can simulate events in the doomsday material with interesting and easy-to-understand animations. That way students will be more interested and will also understand more. Learning using technology will be more flexible and fun (Yazdi, 2012). However, in addition to the many benefits, the use of this technology will certainly remain side by side with the negative side. Therefore, teachers and assistants must minimize the negative impacts of the use of educational technology and maximize the benefits of using technology in learning Islamic Religious Education. This success, of course, requires compact cooperation, between the government, the school, be it teachers, principals or employees, parents, students, and all related parties so that the vision and mission of education can be more easily achieved simultaneously. The involvement of educational technology in learning Islamic Religious Education can be seen through the philosophical or conceptual level of Islam so far, including:

1. Focus on focusing students on creativity and developing students towards educational technology based on Islamic values.
2. Educating the skills of all levels of society to utilize technology for a more prosperous life.
3. Combine and create a strong relationship between Islamic religious teachings and technology/science and technology.
4. Instilling a broad view of the future by cultivating pure Islam, which is in accordance with the Qur'an and Hadith.

Educational technology is human activity, which creates learning areas, which have their own positive and negative values (Ridwan, 2020).

Therefore, it is necessary for various groups to supervise and assist the use of technology as an educational medium in learning Islamic Religious Education, and must remain based on Islamic teachings, the Qur'an and Hadith. Educational technology in learning Islamic Religious Education can also cultivate knowledge and also feeling which is commonly referred to as moral knowing and moral feeling, namely about moral values related to Islamic Religious Education learning materials (Yasykur, 2022). Therefore, learning Islamic Religious Education Collaborated with technology, they also have to carry out conventional activities. This is intended so that students do

not only know and feel in a limited way, but also can make or express these materials into daily habits.

When the Covid-19 pandemic outbreak occurred, there were many setbacks, losses, and tribulations experienced in the education sector, although on the other hand there were also many benefits that could be learned and lessons learned, one of which was the learning transition. All teaching and learning activities are transitioning to online channels, namely almost all schools use sophisticated technology, for example almost all schools provide LCD projectors to support the learning process. This really helps the government in launching the 4.0 revolution era. where the utilization of human resources is combined with technological sophistication. You can take advantage of this great opportunity, but don't neglect it. The prohibition of being deceived is mentioned in the Qur'an, namely in the letter Ali-Imran: 196 regarding the prohibition of being deceived by the freedom of infidels (Salsabila, et al, 2021). Filtering the use of technology is needed to deal with all the problems that occur, including using reason to further optimize the benefits of technology and minimize the negative sides.

2. METHODOLOGY

This research was conducted to find out what are the roles of technology in the implementation of Islamic Religious Education learning. This type of research is a qualitative research using a type of literature study. Literature sources were taken from books, journals and articles on technology as well as relevant Islamic Religious Education books regarding the involvement of technology in Islamic Religious Education learning. The steps we take are determining the theme, breaking it down into several sub-themes, finding sources relevant to the theme, studying, analyzing, and collecting data. Then the data is collected in the form of documents. The data that has been collected is then analyzed and interpreted narratively.

3. FINDINGS

Basically the meaning of educational technology is not far from the understanding of technology in general. Many people think that technology is just machines and tools, but technology is a process to increase the added value of something.

In a comprehensive understanding of the technology is very diverse. According to Salisbury (1996) he stated that technology is "an application of a system of scientific knowledge or other organized knowledge with the aim of performing practical tasks" meaning that is when someone wants to develop or create a product by applying various things such as discipline, procedures, techniques and tools that then made into an innovation then it is called technology.

Thus, if this definition is applied to the realm of education, educational technology is a systematic and scientific application that is used to assist educational tasks. In the sense that if technology is referred to as a process, then education itself can be said to be technology, because education is a process that makes humans educated or a process to get added value, so that it can be interpreted as "education of technology"

According to James Finn (1960) in his seminar on the theme of the role of technology in society, he stated that there is a similarity in terms of the use of technology in people's lives and in education. Therefore, the use of the word technology in education is appropriate and makes sense. There are several kinds of understanding of educational technology conveyed by experts. According to Fred Percival and Henry Ellington (1984) they mean that educational technology is: (a) tools and techniques for developing and evaluating human learning processes, (b) implementing scientific knowledge in the learning process, to increase the effectiveness and efficiency of teaching, and (c) a systematic way to collaborate between human and non-human resources so as to get a more effective teaching. To further clarify the definition of educational technology below, there are several definitions of educational technology according to experts:

1. Big Indonesian Dictionary (KBBI) 2022

In the Big Indonesian Dictionary, educational technology is defined as a system for planning, using, and evaluating all teaching and learning activities so that effective and maximum results are obtained.

According to (KBBI), educational technology means a system for planning, using, and assessing the entire learning process so as to get effective and maximum results.

2. Mac Kenzie and Eraut in 1971

According to MacKenzie and Eraut's definition, educational technology is a systematic study of how to achieve educational goals.

3. AECT in 1972

Educational technology is a field that aims to facilitate the learning process of humans through systematic efforts to identify, organize, develop, and utilize all sources or the entire process.

4. Bladder of Kelvin Prayoga, Educational technology is a theory and practice to help the learning process run so that it can improve performance in compiling and utilizing existing technology.

So, the notion of educational technology in general is that educational technology is a system or tool to facilitate and assist the learning process so that educational goals can be achieved. Educational technology is a combination of technology and education. This combination is produced due to the development of the times. Education as the nation's biggest investment must always be put forward, especially in terms of the use of technology as a tool for delivering learning material.

4. DISCUSSION

4.1. Technology in the Context of Learning

Today's favorite schools or not have tried to rearrange the system in education. Many schools offer the community some of the advantages of these schools, both in terms of good majors or from schools that are SSN accredited, superior, and have adequate infrastructure. Basically all schools want to use technology to deal with the changing times that all use technology, so that the human resources of the schools themselves are able to create educational concepts, have a passion for managing education well, and are not slow in implementing education (Hanifah, 2021). In teaching and learning activities students must be able to learn in an organized manner and create a good generation. Based on this, students must learn if they don't study, it will result in the knowledge they gain does not exist. This is in line with the words of Imam Syafi'i that someone without knowledge is useless (Hasibuan, 2015).

4.2. Islamic Religious Education Technology: Challenges and Opportunities

Learning during the pandemic has had an impact on educators in Indonesia in particular. As teachers of Islamic Religious Education, educators are not only required to provide theory to their students but also practices. Therefore, in carrying out distance learning, of course there are various challenges in the process of achieving learning goals. This challenge applies to both teachers and students. Several learning challenges during a pandemic, namely (Salsabila, Riyadi, Farhani, & Arrozaq, 2021):

1. Learning during a pandemic requires additional costs to support the implementation of learning, especially during practice.
2. The implementation of learning that is carried out at home is also an obstacle for teachers in supervising students.
3. With technology-based, Islamic Religious Education teachers must be able to design learning to make it more interesting and students don't get bored.
4. Technological developments that occurred suddenly due to the pandemic, made it difficult for Islamic Religious Education teachers because their mastery of technology was not optimal.
5. The emergence of various kinds of learning media makes students confused in choosing which media to use.

In addition to the challenges mentioned above, the network is also an obstacle to implementing distance learning (Hartono, H. Mansyur, & Kosim, 2022). For students who live in rural areas, they often experience network difficulties, one of which is because internet access is not evenly distributed. This needs special attention from the teacher. As for the use of funds in addition to supporting the implementation of learning that requires practice, students also need funds to

buy quotas. For families whose economy is still low, they will certainly feel the weight of online learning.

4.3 Innovations in the Development of Islamic Religious Education Technology

Rapid technological developments directly affect aspects of human life both in the socio-cultural, political, economic fields, even in the field of education itself. Technological advances are so rapid that we cannot just avoid them in life because with increasing knowledge, technology is also becoming more sophisticated. This technological advancement requires teachers to be able to create a learning environment that uses a global network to support learning (Akbar, 2019). One of the efforts to support the development of technology in the teaching and learning process in Islamic Religious Education is by running an e-learning program. This program requires students to be able to use existing technology today, namely computers, cellphones equipped with an internet network. The existence of e-learning makes students no longer need to have trouble finding subject matter.

Students can access wherever and whenever the material is needed as long as access to the internet network in their environment is available. Learning with e-learning is considered by students to be able to run it efficiently and effectively, namely for learning (Abadi 2015). This e-learning program has a positive impact, students get scientific learning related to the reality that occurs, namely technological developments. In learning technology-based Islamic Religious Education we can learn real things around us. Interaction between teachers, students and student guardians can take place quickly when using social media. Learning media that can be used by Islamic Religious Education teachers are not also carried out in a scientific way, there are also artificial ones with the aim that humans can use them in everyday life (Baharun 2016). The application of technology in learning Islamic Religious Education needs to be done in order to prepare students to face the changing times. There are several other examples of the implementation of technology in learning Islamic Religious Education, namely the use of computers for learning and the use of multimedia (Munandar, 2022).

5. CONCLUSION

Educational technology is a system that is used to support learning in order to achieve the desired goals. Technology is also used in education, namely learning Islamic Religious Education. The use of this technology has a significant impact on learning in Indonesia, especially Islamic Religious Education. The use of technology greatly facilitates teachers and students in supporting the learning process, for example when students have difficulty learning they can ask parents for help to find the material needed on the internet. This gives us an idea that technology is needed to support student learning. The use of technology today is unavoidable. The rapid spread of technology makes teachers also have to be able to adjust the right learning model for their students. Like two sides of a coin, that's technology. One positive side when used wisely and negative side when misused. As for some educators who have not mastered technology, they will find it difficult if they have to use technology in learning Islamic Religious Education. Many schools now apply technology as a source or medium of learning.

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