

## Islamic Religious Education Teachers' Role in Enhancing Student Learning Outcomes Through ICT-Based Learning Media

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### Abstract

*This study discusses the role of Islamic education teachers in utilizing ICT-based learning media, focusing on its design and implementation. It aims to investigate the utilization of ICT-based learning media specifically within SMP Negeri 4 Pinrang. This study used a type of descriptive qualitative research. With a case study approach, data sources are primary data (teachers, principals, vice principals) and secondary data (documents) in order to obtain clear and representative data. The results of this study show, (1) Islamic Religious Education learning tools used by are learning tools that have been integrated with the latest curriculum, namely the independent curriculum. The intended learning tool design includes learning design, which begins with learning preparation which includes syllabus, preparation of lesson plans, and also the selection of methods and strategies. The learning design consists of three parts including preliminary activities, core activities after that closing and continued assessment for students. (2) The use of Information Communication and Technology (ICT)-based learning media includes the use of hardware and software. The intended use of hardware is the use of laptops / computers, smartphones, active speakers / sound and LCD / projectors, while the use of software is powerpoint, internet, web, video editing applications, and youtube. (3) Learning Outcomes Students using ICT learning media based on the results of formative and summative assessments / assessments carried out by teachers to students show effectiveness in learning that produces or shows to improve student learning outcomes. The implications of this study also show the need for more attention in teacher professional development and strengthening of educational infrastructure. Thus, it can be expected to improve the quality of Islamic education at SMP Negeri 4 Pinrang and encourage positive growth in student learning outcomes.*

**Keywords:** *islamic education teacher, learning outcomes, ICT-based learning media*

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### 1. Introduction

Education is an important and vital topic in relation to regional culture in the era of globalization. Education is a coaching tool for the growth of the country as a whole. Today, education is expected to be the foundation and bulwark that upholds and strengthens the moral principles of the country (Susilowati, 2022).

Religious teachings, in particular, are socialized through education and are most successful when introduced to learners at a young age.

Learning is a complex process that happens to every person throughout his life. The learning process occurs because of the interaction between a person and his environment (Hussain Malik & Abbas Rizvi, 2018). Therefore, learning can happen anytime and anywhere. One of the signs that a person has learned is marked in that person, which may be due to a change in the level of knowledge, skills or attitudes.(Zainiyati, 2017)

The curriculum of an educational institution is carried out through a learning process to encourage students to achieve their academic goals. The basic purpose of education is to assist students in developing their knowledge, abilities, beliefs, and attitudes, as well as their behavior at various levels. Learners engage with the learning environment, controlled by the teacher, to achieve those goals.

The educational process in the twenty-first century follows a certain methodology that is different from previous times. The learning process must be developed in order to be able to produce innovative human resources who are able to adapt to changing needs along with global advances that occur towards the beginning of the 21st century.

The world of education never seems to stop following various advances and technical updates that occur regularly. This is shown by the detrimental effects of learning that continues to use traditional models. In particular, learners seem saturated and discouraged due to piles of assignments from many subjects.

The function of technology in teaching and learning activities that are so important, especially in developing countries, can support the development of modern technology as it is today. Because realizing how important education is carried out in line with the role and function of technology, the government and society in this case pay special attention to the field of education.

The presence of Information Communication and Technology in learning is a challenge for the world of education, especially learning technology today. According to Alessi and Trollip as quoted in Sutrisno, ICT-based learning has many advantages. One of the advantages is the use of time used to be more

effective, subject matter becomes easily accessible, attractive and cheap in cost.(Sutrisno, 2011)

The term "information, communication, and technology" (ICT) refers to a variety of technical tools used to process and transmit information(Hasriadi et al., 2021). Information technology and communication technology are two components of ICT. All issues related to handling, managing, and using information are included in information technology. When it comes to using tools to process and move data from one device to another, communication technology encompasses everything. Therefore, information technology and communication technology are complementary ideas(Widianto, 2021).

Modern and sophisticated technological advances permeate many aspects of life today, including the provision of education. As a result, many people think that using technology will make things simple, efficient, useful, and fast(Szymkowiak et al., 2021). Technology use is universal at all ages, including children and adults. Learning resources, where teachers and students are required to actively use technology in the learning process, are only a small part of the process and results that can be improved by the use of technology in education.

Technology in education includes all the tools that can be used to present information, especially with respect to education and assessment such as television, language laboratories, and various projected media and computers.(Abdulhak & Darmawan, 2013)

## **2. METHODS**

This type of research is qualitative research with a case study approach. Namely research that provides an overview of factual and systematic stimulation and events regarding factors, properties, and relationships between phenomena owned to do the basics only.(Moleong, 2014)

Because researchers want to provide readers with a comprehensive and in-depth understanding of the topic being discussed, this study presents descriptive data in the form of written or oral data from informants and the behavior to be observed. A number of problems related to the field of education are obtained

through descriptive research, which aims to describe methodically the facts and qualities of the subject or item under study adequately.

Qualitative research prioritizes observation, interviews, documentation, (Muhajir, 2016) and has many features, including: means of presenting the views of the subject under study, presenting a comprehensive description, providing an assessment or context that contributes to the meaning of phenomena in the context studied.

The location where this research is located is SMP Negeri 4 Pinrang, precisely on Jl. Salo 2. Salo village, Watang Sawitto District. SMP Negeri 4 Pinrang is one of the schools in Pinrang Regency which was first established in 1997 with the vision of Quality, Superior, Mastering Science and Technology based on IMTAQ, skilled and accomplished. And also SMP Negeri 4 Pinrang is one of 3 schools that graduated from the Ministry of Education and Culture program, namely the first batch of mover schools in the district in 2021.

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In this study, the subject of the study was an Islamic Education Teacher at SMP Negeri 4 Pinrang. Data collection instruments are tools chosen and used by researchers in their activities to collect data so that these activities become systematic and facilitated by them.(Sitti, 2013) Qualitative Research data collection techniques, namely observation, interviews, documentation, which have many features, including: means of presenting the views of the subject under study, presenting a comprehensive description, providing assessments or contexts that contribute to the meaning of phenomena in the context studied.(Muhajir, 2016)

### **3. RESULT AND DISCUSSION**

#### **Design of Islamic Religious Education Learning Tools in Using Learning Media**

Based on the results of the author's observation on January 6-10, 2023, namely, SMP Negeri 4 Pinrang began to implement the Merdeka curriculum since 2021 in stages. Starting in class VII. The intended learning tool design includes learning design, which begins with learning preparation which includes syllabus, preparation of lesson plans, and also the selection of methods and strategies.

The first step taken by Islamic Religious Education teachers before entering the learning activity process is to make a learning implementation plan (RPP) or currently better known as the Teaching Module. In the learning implementation plan (RPP) / Teaching Module, there are core activity points. The process of using devices as learning media used in delivering lesson material is by preparing and delivering learning objectives in accordance with the material to be conveyed in each meeting (Waluyo, 2021).

The learning tools used by Islamic Religious Education teachers today are the latest learning tools from the independent learning curriculum (Imamah et al., 2021). The independent learning curriculum has several important points in its application, including the freedom to use various learning tools and also the use of digital technology.

Model of Islamic Religious Education learning tools that begin with general information such as school identity, initial competence, Pancasila student profile, facilities and infrastructure, target students, learning mode, namely face-to-face learning (Habibie et al., 2021). On the next page, there are core competencies that contain learning objectives, meaningful understanding, lighter questions, and learning resources. The Islamic Religious Education learning tool model in its implementation is divided into three parts including, Preliminary Activities, Core Activities and Closing Activities (Herdah et al., 2023).

#### **The Use of ICT-Based Media in Islamic Education Learning at SMPN 4 Pinrang**

The use of Information Communication and Technology (ICT)-based learning media used at SMP Negeri 4 Pinrang includes the use of hardware and software. The intended use of hardware is the use of laptops / computers,

smartphones, and LCDs / projectors, while the use of software is powerpoint, internet, web, video editing applications, and youtube. Plus there is a computer lab that supports the use of ICT media in learning Islamic Religious Education at SMP Negeri 4 Pinrang. The use of ICT-based media in Islamic Religious Education learning is

a. Hardware Use

The use of Hardware in the form of laptops/computers, smartphones, LCD / Projectors is used as a tool to process data and visualize learning materials by displaying learning materials using LCD/Projector. (Arsayli, 2022)

Through a laptop, a teacher will be more creative in varying his learning model. can create materials with their own learning videos. And can also have various concepts regarding the delivery model of the material to be taught(Khaira, 2021).

Similarly, the use of smartphones that can be used as data processors in the form of material search, before later it will be used to create media in the form of learning videos(Salehudin et al., 2020). Thus creating a more effective and pleasant classroom atmosphere.

b. Software Usage

The intended use of software is the use of powerpoint applications, tajweed quran applications, video editing applications, youtube and several other learning applications(Herdah & Jannah, 2023).

Through the use of software in the form of powerpoint, teachers can make compiling learning materials more interesting and easy to understand by students(Simarmata et al., 2021). Likewise with the use of the Qur'an Tajweed application which can help students recognize the law of reading in the Qur'an reading in accordance with the material / subject matter.

Learning Outcomes Students use ICT learning media based on the results of formative and summative assessments/assessments carried out by teachers to

students showing effectiveness in learning that produces or shows an increase in student learning outcomes.

#### 4. CONCLUSION

Based on research that has been conducted at SMP Negeri 4 Pinrang, it can be concluded that the Islamic Religious Education learning tools used have been integrated with the latest curriculum, namely the independent curriculum. The design of learning tools includes learning preparation which includes syllabus, lesson plans, and selection of learning methods and strategies. The use of ICT-based learning media, such as hardware and software, has shown effectiveness in improving student learning outcomes based on the results of formative and summative assessments conducted by teachers. The implication of these findings is the need to improve the professionalism of PAI teachers and improve school facilities to support a more effective learning process. Suggestions given include improving mastery of the material by teachers and improving school facilities. Recommendations for teacher assistance in choosing and using learning media to improve the quality of Islamic education.

Thus, in order for PAI learning at SMP Negeri 4 Pinrang to run better, joint efforts are needed between teachers, schools, and other related parties. Teachers need to improve their understanding and mastery of subject matter and skills in using ICT-based learning media. Schools need to update learning facilities to support a more interactive and effective learning process. The implications of this study also show the need for more attention in teacher professional development and strengthening of educational infrastructure. Thus, it can be expected to improve the quality of Islamic education at SMP Negeri 4 Pinrang and encourage positive growth in student learning outcomes.

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